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ABSTRACT

This volume consists of a total of 138 abstracts of documents dealing with youth and educational programs for youth. Included in the volume are 55 abstracts of documents dealing with social and educational developments and 83 abstracts of program reports, reviews, and evaluations. Abstracts are grouped according to the following subject areas: apprenticeship; assessment, credentials, and reporting; career education and counseling; community and postcompulsory colleges; disabled and handicapped students; education (access and opportunity, funding and resources, participation and retention, policy, recurrent education, and vocational training); employment; evaluations; families and parents; females; higher education; migrants; programs (benefits and allowances, community programs, educational programs, and labor market); schools and schooling; school students; and technical and further education (TAFE). Each citation includes complete bibliographic data for the given document and an abstract. Subject and author indexes are provided. (MN)

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ABOUT THE ABSTRACTS

The amount and range of material coming to the Clearinghouse continues to increase, as also do the numbers of our subscribers and the range of their interests. The size of this issue reflects these developments. Interest centres on education and training; in particular, on the Participation and Equity Program and the implications of the Kirby Report (85/C: 91). But we are also receiving more frequent requests for information on areas such as services, law, health, accommodation, employment structures, as these relate to or have implications for young people. We, and our readers, will be grateful to anyone who can send us information about work in these areas.

The Abstracts are arranged in this issue in two categories, each prefixed by 85 to indicate this year:

Section 85/AB. Social and Educational Developments: Policy, Analysis, Research
Section 85/C : Programs: Reports, Reviews, Evaluation

Within each category the Abstracts are numbered sequentially, each issue in 1985 continuing the numbering from the previous issue. Research in progress is distinguished by # alongside the number.

In each section, the Abstracts are arranged in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics. A list of the topics covered is given at the front of the booklet.

Subject and author indexes for 1985 continue in this issue. More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

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SECTION 85/AB

SOCIAL AND EDUCATIONAL DEVELOPMENTS

Policy, Analysis, Research

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BESWICK, D.G. and G.S. HARMAN 85/AB: 45

Education Policy in Australia. Research Working Paper No. 83.7. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, August 1983 [52p.]

Focusing on public policy and policy processes at national and State system level, this paper sets out: to describe the context in which education policy emerges with particular attention to major influences and constraints; to distinguish some of the main policy actors, and to outline some of the major policy problems of the last two decades, their resolutions and their outcomes.

In its first section, Concepts and Theories, the paper notes the differing uses of the term 'policy', and defines it, for this discussion, as a course or pattern of action directed to particular purposes and goals, and made explicit in written form. It identifies four categories of public policy for education: policy concerned with the essential functions of schools and tertiary education institutions (including objectives, curriculum, student recruitment/assessment and other aspects); policy concerned with the establishment, structure and governance of institutions or systems; policy relating to staffing in its various aspects; policy on allocation of financial and material resources. The paper emphasises the notion of a policy process comprising issue emergence and problem identification; policy formulation and authorisation; implementation (interpretation); termination or change.

The paper goes on to discuss the context of values, pressures, constraints and particular structural arrangements within which the policy process operates. In so doing, it traces the structure and origins of the Australian education system, the wider society and economy within which it is placed and developments to 1965. The following section identifies the key actors. These fall into two groups: official (individuals and organisations with legal responsibilities), and non-official (interest groups, political parties and the media). These groups are further delineated.

In the section discussing the policy process, the paper considers how an issue emerges to become the focus of a policy, indicating that interest can be triggered by a wide range of developments such as demographic, social or labour market change, particular pressure groups or financial planning needs. Choice of alternative solutions to the problem characteristically involves consultation which may be restricted or wide. Less is known about the other stages in the policy process: formulation, implementation and evaluation. At these stages, difficulties and deficiencies often become evident.

The following two sections of the paper apply the concepts of the policy process to developments between 1965 and 1983, outlining first the social, political, economic and demographic changes which formed the context of the policy process. Against this background, policies for schools and for tertiary education are examined as case studies of the process. Finally, the paper glances at policy problems emerging in terms of equity and participation, pointing out some of the implications of these for such related policies as student financial assistance and the structures of secondary education.

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U.S.A. INSTITUTE FOR RESEARCH ON EDUCATIONAL FINANCE AND GOVERNANCE (IFG) 85/AB: 46

IFG Policy Notes: Reform and Change. Vol.5, No.4, Fall issue (produced by School of Education, Stanford University, CERAS Building, Stanford, Ca. 94305-1691). [8p.]

This issue focuses on the reasons for and processes of reform in American education. It points out that processes of decision-making in the U.S.A. reflect a pattern of preference for Federalist and decentralised systems with multiple levels of control. Education fits into this pattern and such centralisation as has gone on over the last century has not really generated an organisationally integrated system. Instead, influence and authority are exercised at many points and levels. For this reason, reform in American education tends to come in waves of public debate and support, much of it almost evangelical in flavour. Educational issues are discussed and fought out in local newspapers, in school board elections and meetings and in hundreds of contexts where educators gather.

There is no real way to decide on the overall virtues of the American system of often moralistic and overly dramatic communication about educational problems and issues, but some of its properties can be listed. There is much more discussion of and interest in education than in more centralised systems, and much more public criticism which can lead outsiders into the error of thinking that Americans are more dissatisfied with their education systems than other people. Thirdly, technical solutions are always being proposed by one reform group or another (for example, computer education). Fourthly, attempts to change and reform a system involve a wider range of organisational actions simultaneously, including those at national, state and school district levels and often the courts. These processes may often make discussion of issues overheated, naive and moralistic; but overall they make for a higher rate of change and adaptation to societal pressures and for wider social support.

An article in this issue traces significant educational changes and reform since 1893, pointing out that, in the conservative periods of the 1890s, 1950s and 1980s, the focus of reform has typically been on the talented, on calls for greater stress on academics and concern for lack of discipline. In more liberal and progressive eras - 1930s, 1960s and 1970s - attention shifted to the disadvantaged and to broadening the functions of schools. Calls for change in both periods reflect the anxieties and aspirations of the time and an image of the preferred future. The persisting reality is that such values as equity, excellence and liberty are always in tension.

Other articles in the issue expand on these themes. The final article looks at what can be learnt from the fact that the real outcomes of special programs have on the whole been disappointing. The article makes five main points: that effects of programs are more often indirect than direct; that outcomes vary depending on methods of implementation; that implementation is a multi-stage developmental process; that implementors pursue multiple and often competing goals; that decisions made closest to delivery are the most influential.

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JONES, David R. 85/AB: 47

. A Century of Exoticism: Australian Universities 1850-1950. Research Working Paper No.83.11. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, September 1983 [20p.]

. Sea Change: British Models and Colonial Modification in Higher Education. Research Working Paper No.83.9. Melbourne, Victoria: (as above) October 1983 [15p.]

These papers arise from a major study being conducted by the author of the transfer of British university models to Australia and other British Commonwealth nations. The papers describe the context into which the models were translated and analyse the forces which modified them.

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HARMAN, Grant 85/AB: 48

Australian Experience with Co-ordinating Agencies for Tertiary Education. Research Working Paper No.84.2. Melbourne, Victoria: Centre for the Study of Higher Education, University of Melbourne, March 1984 [18p.]

Co-ordinating agencies for tertiary education have been in operation in Australia since the establishment in 1959 of the Australian Universities Commission (AUC) on the model of the British University Grants Commission (UGC). The kind and type of co-ordinating agency established since that time have reflected new and changing relationships between governments and tertiary institutions. The major influences on the type and role of the co-ordinating agencies have been the AUC and UGC models; Australian predilection for statutory bodies; the peculiar characteristics of Australian federalism and constitutional provisions in education; rapid expansion of student numbers post-war and the acquisition of new status and prestige by non-university institutions; governmental financial restrictions and public opinion.

This paper traces the main developments in co-ordination from the AUC to the present Commonwealth Tertiary Education Commission (CTEC) and goes on to review and discuss the current arrangements. The CTEC was an attempt at Commonwealth level to develop a mechanism to provide co-ordinated advice and more efficient planning for tertiary education generally. The complexity of the machinery and the divisions of financial and legal responsibility between Commonwealth and States have lead to considerable tension and conflict. The paper discusses these in its final section. Sources of tension have been: the complex structure and divisions of the CTEC itself; the erosion of independence for tertiary education; the Commonwealth role in and processes of setting expenditure restrictions which inevitably affect the States; relationships between co-ordinating agencies, and especially the CTEC, and the institutions. Despite these difficulties, the paper concludes that the present mechanisms work reasonably well and appear to be relatively stable.

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FRICKER, L.P. 85/AB: 49

A New Focus on Tertiary Education. Address to the Silver Jubilee Conference of the Australian College of Education, Canberra, May 1984. Adelaide, S.A.: Department of Technical and Further Education, 1984 [14p.]

As before in our history, Australian education is currently undergoing the critical questioning induced by social and industrial change. The focus is on the educational opportunities which are or should be available to young people in post-compulsory education. Arguments are advanced, on the one hand, for restructuring compulsory education to produce greater interchange and flexibility; on the other, for greater selectiveness and stratification to maintain standards in higher education. This paper acknowledges the inadequacy of existing education sectors to cater for the needs of students in a post-industrial society, but argues that additional functions and closer co-operation are preferable to establishing new institutions.

The argument of the paper is based on three premises: that those who can benefit from higher education should be able to do so; that reform of secondary schools is essential to increase retention rates; that the demands of an advanced technological society are such as to require almost everybody to have some degree of tertiary education, and that TAFE will be the source of this education for most people. Going on to look at what demands are likely to be made in the changing society, the paper argues that education must have a significant vocational emphasis but should not be job specific.

The paper looks briefly at the roles of higher education and the schools in providing education, but concentrates on TAFE as the basis of comprehensive tertiary education, pointing out that TAFE has already moved significantly in that direction through increases in enrolments and in the range of courses offered. Five elements are important in the role of TAFE: maintenance of trade training in both part-time and full-time courses; provision of a wide range of para-professional and technician courses in expanding industries (computer education, tourism, electronics and so on); full-time appropriately credited modular courses which can be put together by school leavers undecided about careers and which will provide entry to later specific vocational courses; adaptation of existing vocational courses to the needs of youth and full-time students; maintenance and extension of special remedial programs to overcome serious educational disadvantage.

Special features of TAFE which contribute to its potential are its commitment to the concept of recurrent education; its direct involvement in the dissemination of technological change; its links with industry; its concern with providing opportunity for the most disadvantaged groups in the society. If TAFE is to be the basis of comprehensive tertiary education, its task will be to educate for full social participation; not only to teach how, but to encourage its students to ask why and to examine wider social contexts. The paper discusses the implications of this for 'a liberal education' in TAFE.

Finally, the paper looks at some of the problems and obstacles facing TAFE, not least of which is the matter of resources to meet the demand for places. Additional problems will be seen in educational areas such as curriculum development, teaching methodology and support services for students.

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WATTS, D.W. 85/AB: 50

TAFE/Tertiary Education Interface. Paper presented at the 1984 Lower Great Southern Regional Conference Albany 2001: Our Educational Needs, 11-12 August 1984. Perth, W.A.: Western Australian Institute of Technology, 1984 [mimeo: 28p.]

Increased retention rates in schools have not meant any less emphasis on a narrow academic curriculum which in no way meets the needs of the majority of 15-17 year olds. Two major reasons for this have been the political weakness of TAFE within the education system and the fact that TAFE has sought to distance itself from the school system as a means of creating a significant identity of its own. The grouping of TAFE within tertiary education at the national level has accentuated the separation of TAFE from schools, to the detriment of schools both government and non-government.

Quoting the Beazley Committee Report on education in W.A. (84/AB: 238), the paper argues for closer relationships between schools and TAFE, providing joint programs in which young people can study a smorgasbord of courses drawn from the offerings of both secondary schools and TAFE and containing the option of courses from tertiary institutions for those who are eligible. Albany, in its second high school, could provide a model for a prestigious institution of this new kind. The paper goes on to discuss problems associated with providing for the needs of young people in terms of industrial change, and emphasises that it is vital to increase the status of skills education and of TAFE. This should be done by the extension of activity into the schools rather than by attempts to compete with colleges and universities.

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AUSTRALIA. HIGHER EDUCATION ROUND TABLE (HERT) 85/AB: 51

The Tertiary Education Report. Education Unions' Report to the Australian Public. Melbourne, Victoria and Canberra: HERT (Australian Union of Students, Council of Post-Graduate Associations, Federation of Australian Staff Associations, Federation of College Academics, TAFE Teachers Association, Australian Teachers Federation), November 1984 [32p.]

This report has been produced as a contribution to the future development of tertiary education. It urges increased funding in the 1985-86 budget and sets down longer term objectives for discussion with government. The report covers the six areas of access and participation, resources and funding, research, student financing, equal opportunity and a union program for tertiary education. The first five sections provide basic statistical and other information as well as discussion of issues. Discussion in the final section covers the aims of tertiary education, access, funding, student financing, equal opportunity, the public sector, representation and consultation.

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SWEET, Richard 85/AB: 52

Using Labour Market Information in Planning and Managing TAFE: A Rationale and Overview. Sydney, NSW: Counselling Research Unit, NSW Department of TAFE, 1984(?) [mimeo: 43p.]

There has been in recent years increasing criticism of the range and quality of Australian labour market information. The deficiencies are particularly acute in those sectors of the labour market with which TAFE interacts such as para-professional, technician, trade and semi-skilled occupations. These and the range of other courses involve TAFE in a complexity of interactions with the labour market which is not catered for in labour market information or analysis, except possibly in trade areas. This paper considers the question of why TAFE needs labour market information as well as the subsidiary questions of what sort of information is needed, by whom and in what formats.

The paper distinguishes between occupational forecasting and occupational planning, between attempts to predict the future and react to it, and the process of setting goals for action and thus trying to determine the future. Occupational forecasting has been shown to be inaccurate and unreliable in either the short or the long term for a variety of reasons including the inadequacy of labour market data and the unpredictability of major factors influencing supply and demand such as technological change, immigration, social movements and political decisions. For these and other reasons, it is unrealistic to expect that provision of courses at educational institutions such as TAFE can be used as a mechanism for balancing supply and demand on the basis of labour market predictions.

Nevertheless, in a volatile social and industrial context, educational systems with a predominantly vocational orientation cannot ignore the expectations of students that their courses bear some relation to employment demand. Expectations themselves influence supply, as does increasingly TAFE provision of full-time pre-vocational and pre-employment courses. The solution to maintaining the delicate balance between supply and demand while maximising individual advantage lies in the availability to a wide range of individuals and institutions of a sophisticated system of labour market information.

The paper goes on to discuss some specific TAFE labour market information needs, pointing out the factors which make it important for TAFE systems to be skilled in collecting and interpreting labour market information at a State and regional level to supplement aggregate national data and to devote the resources necessary for this. The development of an active labour force policy in Australia requires a body of labour market analysts within a range of institutions who have at their disposal a large amount of quality data which is, as far as possible, collected in common terms from institution to institution.

To this end, Section 5 suggests ways of improving existing data at minimal cost using common occupation and industry classifications; common definitions of labour force status; common geographical units and more detailed income data. New forms of labour market information useful to TAFE, discussed in the final Section 6, include regular information on the employment status of ex-students and improved provision to TAFE of information collected by other organisations, perhaps by development of a regular publication analogous to the ABS social indicators document.

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McKENZIE, Phillip 85/AB: 53

Recurrent Education: Economic and Equity Issues in Australia. Australian Education Review, No. 20. Hawthorn, Victoria: ACER, 1983 [108p.]

The debate on recurrent education is wide, involving as it does concepts of recurrent education, of its functions and of its effects, as well as raising questions about the role of education generally. This review focuses on the economic dimensions of recurrent education. The economic perspective, though it has its limitations, is important because of the weight given to financial implications and because it helps to systematise an otherwise diffuse debate. To the present, the economists' role in the debate has been to identify, to elaborate and where possible to quantify particular components of the broad range of economic issues raised by general work on recurrent education. These components may be expressed in terms of the implications of recurrent education programs for (1) the internal efficiency of the education sector, (2) the operations of the labour market, (3) the distribution of educational opportunities between individuals and groups, (4) the share of community resources allocated to education, and (5) the mechanisms through which educational activities are financed.

As background to consideration of these issues, Chapter 2 discusses the development of concepts and definitions of recurrent education. Chapters 3-7 analyse the five issues identified above, and a concluding chapter pulls together the threads of the discussion.

Recurrent education owed much of its impetus between the late 1960s and mid-1970s to dissatisfaction with the provisions of formal education and with the long period of formal education for young people. It was argued that education, as a lifelong process, should meet individual needs through the life-span, rather than being entirely concentrated at the beginning. By 1975, the concept of recurrent education and training alternating with work and other activities had gained ground, partly because labour market conditions were such as to discourage early school leaving. The focus since then has shifted to the design of education and training for adults. Economic considerations narrow this concept further to focus on adults who particularly lack appropriate knowledge and skills. Here, the difficulty arises with identification of these adult groups and the design of programs to meet the needs. In the first case, information is inadequate to forecast labour market trends; in the second financial constraints require rationing of programs and selection of applicants and the consequent setting of criteria. The principal criteria which have been used by economists are efficiency and equity of resource usage. On both these criteria, some particular groups would qualify: those with low levels of basic skills and education; low income groups; the unemployed, and women.

However, the issue must be faced that, in the light of inadequate employment opportunities, such programs will simply share round the available employment (more equitably). In these circumstances, the provision of more extensive recurrent education should not be seen merely in terms of ensuring that education is more responsive to the needs of the economy. Rather, education and training will need to develop greater flexibility to respond to the new mixes of leisure, work and education implied by changing technologies.

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W.A. POST-SECONDARY EDUCATION COMMISSION 85/AB: 54
[Maxine Scandlers: Editor]

Learning and Earning: Papers and Proceedings of a Seminar held on 24 March 1983. Perth, W.A.: WAPSEC, April 1983 [81p.]

Following the publication of the Commonwealth Tertiary Education Council (CTEC) Report, Learning and Earning (83/AB:27), this seminar was arranged by the W.A. Post-Secondary Education Commission (WAPSEC) to stimulate an informed debate by placing the issues within the context of what is happening in educational institutions and in the workforce. Over 100 representatives of post-secondary education institutions, schools, industry and other organisations participated.

After a brief overview of the CTEC report and discussion of the issues raised and their implications, this seminar report reproduces the papers presented to the seminar. These cover Learning and Earning - an Employer Reaction (Colin J. Barnett), Implications for Post-School Education (H.K. Coughlan), Participation Rates in Western Australian Schools (H.W. Louden) and The Learning and Earning Report: Implications for the Labour Force and Development (Lee Pegler). Two Presentation papers by Don Brewster and Peter Grant describe recent trends in education and workforce participation by young people.

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AUSTRALIA. DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS 85/AB: 55

Budget 1984-85. Canberra: DEYA, 1984 [Folder]

This folder contains five papers summarising provisions of the 1984-85 budget which relate to Education and Youth Affairs. The first paper provides an overall summary. The other three papers deal with Student Assistance, Aboriginal Education, Youth Affairs and ACT Education. Each set of papers has a brief point by point list of provisions and a ministerial news release on the subject.

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AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION 85/AB: 56

Income Testing and Student Assistance Schemes. Student Assistance Policy Series Vol.1, No.1. Canberra: Student Assistance Policy Development Branch, Commonwealth Department of Education, 1985 [108p.]

This is a collection of papers from a seminar on income testing of student allowances, convened by the Department early in December 1984. The seminar was the first in a planned series of annual seminars on policy issues in the area of student assistance, designed to open up the process of policy review and development to scrutiny and advice from a wide variety of sources concerned with issues of equity and participation in education and knowledgeable about the effect that financial factors have on individual and family decisions about participating in education. The particular aims of this seminar were to acquire a better feel for how income testing arrangements serve both policy objectives and individual needs; to identify ways in which arrangements might be improved, and to identify issues that need to be pursued. This publication includes the main papers presented and the responses to them.

Ruth Doobov's paper, Income Testing - An Introduction, provides a brief overview of what student assistance is presently available through the Departments of Education, of Employment and Industrial Relations (DEIR) and of Social Security (DSS) and through taxation concessions. The major income test is on parental income in the previous year as well as personal income, and the paper details conditions and raises some issues arising from this. For comparison, it briefly describes income tests in other areas such as pension, unemployment benefits and First Home Owners Scheme, commenting that the lack of sensitivity to changes in income of the student assistance style of income test would generally be unacceptable in an income payment. The paper goes on to discuss some specific problems of taxation, independent status and incentives.

David Beswick's substantial paper (p.13-48) on Family Support for Students - Expectations and Realities, is concerned with the extent to which assumptions linking student need with an assessment of parents' income have validity for practical purposes. Drawing on a variety of previous research (for example, 83/AB:70,71), the paper sets out some principles for a scheme of student assistance, indicating the need for flexibility and a recognition of students as responsible individuals. It queries schemes which assume tertiary students to be in the same situation as children at school. The paper goes on to categorise nine types of student situations, ranging from no support to double support, and to discuss in some detail sources of student incomes and changes since 1974. In its conclusion, the paper notes the evidence for a wide variety of financial relationships between parents and student children, but a fairly common pattern also of shared responsibility and increasing independence with age. Public assistance to students should reflect the realities of these family relationships, at the same time providing greater incentives for those whose values are less favourable to participation in education than are the aims of their student children. Twenty-three tables attached to the paper provide more detailed statistical information.

Ian Manning in the third paper writes on Income Testing - Philosophy and Design. The paper points out that means testing has the great virtue of directing a limited amount of funding in accordance with government

policies and priorities. The rules of income testing are therefore closely related to the purposes of student allowances. These purposes may include manpower planning (encouragement of people of ability, training for those of low ability or for particular industrial slots or in accordance with broad manpower planning policies); the redistribution of opportunity. The paper goes on to discuss in some detail various definitions required in devising an income test: the income unit, means, period of assessment, free income allowance and abatement rate, updating. In conclusion, the paper comments on the special difficulties which arise from the complexity of purpose of student allowances, and the ambiguous status of many students as neither independent nor dependent. Compromise is inherent in the balancing of outgoings, allowance rates, means tests and other eligibility conditions.

The final paper by Meredith Edwards, Income Tests, Worth Incentives and Effective Marginal Tax Rates, is about incentives and disincentives created by the combined effect of different rates of taxation and rates of withdrawal on income-tested payments. Specifically, it deals with effective marginal tax rates (EMTR) and poverty traps. The interaction between income-tested payments and rates of taxation must be examined and assessed to minimise the effects which can arise from unsystematic and piecemeal changes to policies. The paper discusses the theory and evidence of incentives and outlines the Australian position and changes which have occurred during the last fifteen years. These, for a variety of reasons, have produced a complicated system with interactive effects which may lead to confusion and disadvantage for beneficiaries. These effects are illustrated in descriptions of two specific cases: one of a sole parent with three children; the second, of a spouse who is unemployed with the other spouse earning, and with three children. The conclusion to the paper suggests some ways in which the problems could be identified and their effects lessened, but argues the need for more data and research in areas such as the economic behaviour of members of pensioner/beneficiary families; ways of reducing the complexity of the system; ways of making policy-makers more aware of the implications of changes. However, moves toward simplification will be constrained by the extent to which taxes can be increased on higher income recipients and by the need to ensure adequate levels of payment to those entirely dependent on pensions or benefits. Seven pages of attachments to the paper give detailed statistical and other background information.

Interspersed among the main papers in this publication are shorter response papers which provide other perspectives on issues raised. Finally, there is the record of a panel discussion (Andrew Podger, Lesley Yates and Fred Gruen) on implications for Policy and Research, which amounts to a general review of the discussions of the seminar.

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BURKE, Gerald 85/AB: 57

The Structure and Finance of Education. Paper presented to the U.S.-Australia Joint Seminar, The Future Impact of Technology on Work and Education, September 1984. Melbourne, Victoria: Faculty of Education, Monash University, 1984 [mimeo: 29p.]

The federal government has stressed education as a means of both providing greater opportunity for the disadvantaged and meeting the needs of the economy in a period of technological and structural change. The assumption is that technology will produce jobs, and greater participation in education will fit people for these jobs. For many reasons the assumption about the effects of technology may be ill-founded. In this case, the emphasis should perhaps be on education for its own sake or for understanding of our society or for questioning of national priorities, and the objective should be an increasing provision of education to persons of all ages in a very wide range of areas. This paper reviews the current plans for development of education in Australia in the light of the stated national objectives and also of broader educational objectives.

Discussing the context of the policies, the paper questions the adequacy of provision to meet the stated national objectives in terms of finance for programs, places in higher education and resources per student. Much of the problem stems from budget constraints, and from the fact that it seems easier to pinpoint the inadequacies of education as a cause of unemployment than to address the underlying economic problems. Thus the very low level of vacancies compared with the high numbers of unemployed (including even graduates) is ignored because not much can be done about it directly.

The paper goes on to analyse the size and composition of student participation in terms of demographic trends and demand at the different levels and sectors of education. It notes the increasing demand for places at post-compulsory level and observes that growth in higher education and TAFE is likely to be constrained by provision of places and not by student demand. The provision of 30,000 places by 1987 (15,000 of them in TAFE) announced in the Guidelines provide for an almost negligible increase in access to higher education. There are likely to be similar difficulties with TAFE.

The paper argues the case in some detail against education deficiency as a significant cause of unemployment and against the consequent pressures to make education narrower and more specifically vocational. It points out the uncertain labour market effects of technology and the consequent need for adaptability and flexibility in the workforce.

Federal Government expenditure on education, while projected to increase in real terms, nevertheless continues to decline as a proportion of total government outlays. Current government provisions reduce further real expenditure per student in higher education and provide only a small increase per school student. The implications of this are discussed for student demand, use of resources, research funding and fees for higher education. Summing up, the paper in its conclusion comments that the difficult task is to think of ways of creating support for the funding of broadly based education which recognises the considerable uncertainties of the future.

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AUSTRALIA. FEDERATION OF AUSTRALIAN UNIVERSITY STAFF ASSOCIATIONS (FAUSA) 85/AB: 58

Where the 15,000 Students Come From. In FAUSA Newsletter, 85/1, 6 February 1985 [p.8-9]

Federal Government policies as announced in the Guidelines and elsewhere envisage an increase of 15,000 student places in higher education by 1987. This short article maintains that, in fact, only 1,400 extra places - beyond 1984 enrolment levels - will be created by 1987, because increased enrolments have already largely been accounted for as a result of growth since 1982.

The article sets out projected increases in demand and in student places in table form. It points out that the Commonwealth Tertiary Education Commission in Volume 1 of its Report for 1985-87 (84/AB:207) called for growth of 23,000 in students over the same period, with intakes of 2,000 each year. The Government's provisions fall far short of this. Nor do they take account of projections which indicate that about 23,000 extra secondary students will stay on to complete Year 12 by 1987, with a consequent high increase in demand for places and rejection of applicants.

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AUSTRALIA. FEDERATION OF AUSTRALIAN UNIVERSITY STAFF ASSOCIATIONS (FAUSA) 85/AB: 59

Women and the Guidelines: A Critique. A discussion of the potential effects on women of the federal government's Guidelines for the 1985-87 Triennium. South Melbourne, Victoria: FAUSA, November 1984 [mimeo: 8p.]

Of the 15,000 extra places in higher education announced by the Government in its 1985-87 Guidelines (84/AB:719), 11,000 will be absorbed as a result of increases in enrolments since 1983. The genuinely extra places, amounting to about 1,300 EFTS (effective full-time students) will not meet the demand of demographic trends let alone increased participation in senior school education. Unmet demand for places is already a serious problem and the article quotes the statistical projections to show that the problem is likely to be exacerbated by increased school retention rates.

Students who stay on at school in response to the urgings of government policies and the Participation and Equity Program (PEP) will have little opportunity for higher education. For a variety of reasons, the prospects for girls are particularly constrained. Among the reasons for this are the social and other pressures which discourage girls from entering such growth areas as applied sciences, technology and computer science; the discrimination against the enrolment of mature age women for 'second chance' education; the inadequacies of provision of places in TAFE

generally and for women in particular; the very restricted funding allocations to programs directed to improving equity of access; the lack of recognition by the Commonwealth Tertiary Education Commission (CTEC) in its 1985-87 report (Vol.1) of the arguments made in the submission by the Office of the Status of Women (a report which has not been publicly released); the failure to make any specific allocations for child care facilities. These and other obstacles to women's participation in higher education are discussed in the paper, which concludes that the new triennium offers little for women.

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POWLES, M. B5/AB: 60#

Participation of Women in Post-Compulsory Education

INSTITUTION Centre for the Study of Higher Education, University of Melbourne, Victoria

FUNDING Commonwealth Tertiary Education Commission (CTEC)

TIME September 1984 - June 1985

This study is a review of the extensive literature on issues relating to women's access to and participation in post-compulsory education and an exploration of available statistical data. It is expected that the research will encompass:

- Psychological, social and cultural influences and changing perspectives on sex-role differentiation in so far as these factors relate to participation.
- Factors affecting girls' retention in later years of secondary schooling (which is the major contributor to tertiary participation); subject choices.
- Women's access issues as manifest at the interface between secondary school and the TAFE, Advanced Education and University sectors of education; the special issue of mature-age women returning to study.
- Specific participation issues such as study area choices, decisions to study full- or part-time; part-time employment opportunities.
- The relationship between participation and employment opportunities as well as career development for women in various sectors of the workforce, as seen from the tertiary education perspective and from the point of view of experience in the workforce.

DOCUMENTATION

Final report to CTEC in June 1985.

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DEBATS, Rosanne, Deborah BLABER and Peter SHACKLEFORD 85/AB: 61

Participation in Higher Education in South Australia, 1974 to 1982: Student, Institution and Sector Profiles. Information Paper No. 2. Adelaide, S.A.: Tertiary Education Authority of S.A., June 1983 [204p.]

This paper describes student participation in approved courses in universities and colleges of advanced education. Analysis is presented largely through graphs and detailed data is provided in the 74 pages of Appendix B. Chapter 1 outlines recent changes in the factors affecting participation: availability of places, entrance requirements, geographic and financial accessibility, aspirations of the community. Chapters 2-4 describe (2) enrolment patterns by sector, type of course and field of study; (3) participation by age and sex; (4) enrolments in individual institutions. Chapter 5 is a brief summary of the information and some comments on it.

The analysis shows that considerable changes have occurred in participation in higher education in South Australia in a short period of about eight years. There have been increases in numbers of women of all ages, but particularly those 25 years and over; of persons beginning tertiary study for the first time after several years away from secondary schooling; of those seeking to upgrade/update previous qualifications. At the same time, there has been a decline in numbers of men in university study and in participation in higher education by men 20-29 years. Higher education is now performing more diverse functions and serving a more heterogeneous student body than in the past. Its rapid expansion is now curtailed by economic constraints, and its ability to continue meeting the diverse needs must now be in doubt.

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STUART, Janette 85/AB: 62

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. Perth, W.A.: W.A. Post-Secondary Education Commission (WAPSEC), September 1983 [20p.]

This paper sets out to look at trends in higher education in four areas: participation of youth, participation of women, mode of study, qualifications of commencing students. The methodology of the study is briefly described in Section II and the general funding in Section III. Section IV analyses the data in terms of growth, age and sex distribution, mode of study and entry qualifications. Sections V and VI sum up and comment on the trends. Appendices provide the statistical information.

The analysis confirms the national trends which show a decline in participation of young people from the mid-1970s, though there is evidence of a resurgence of interest in 1983. More women of all ages are undertaking higher education and almost 50 per cent of students are studying part-time. Analysis of entry qualifications shows little change except in those institutions catering more for mature age women.

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CURRIE, Jan, Cora BALDOCK, Maxine MURRAY and Grietje BOSSINGA 85/AB: 63

Mature Age Students: Background Characteristics and Experiences of Tertiary Students Prior to Tertiary Entrance. Report No.1. Perth, W.A.: Schools of Education and Social Inquiry, Murdoch University, June 1984 [132p.:$3.50]

Data used for this study were derived from two surveys of students in 1977-78, one a national survey and the other confined to Western Australia. The surveys were random samples enabling the comparison of younger and older students. This report describes the study and its methodology and outlines the findings of a literature review. Subsequent chapters III-V report on parental/family background in terms of socio-economic status, religion and ethnicity, geographical birthplace, family position and size, marital and parental status. Chapter VI deals with schooling experience. The final chapters VII and VIII summarise and discuss the findings and draw out the policy implications.

The report concludes that the findings of the study 'reveal clearly that younger students participating in tertiary studies come from more privileged backgrounds than mature age students. Moreover the differences between the younger and older students were most marked for students in the university sector compared with those in the CAE and TAFE sectors. In the university sector, the older male students came from the most disadvantaged backgrounds in terms of parental background.

'In other words, an increase of school leavers at the expense of mature age students is not necessarily conducive to a decrease in inequality. In fact, a general increase in participation, without an attempt to target specific disadvantaged groups (many of whom will be mature age) may well have the effect - as it had in the United States in its open admission program - of improving the chances of the middle and upper class to gain access to new places made available'.

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FEATHER, N.T.* 85/AB: 64

Reasons for Entering Medical School in Relation to Value Priorities and Sex of Student. In Journal of Occupational Psychology, No. 55, 1982 [p.119-128]

This study involved 139 students enrolled in the School of Medicine at the Flinders University of South Australia in 1979. The sample comprised 59 first year, 47 third year and 33 fifth year students of whom 87 were male and 52 female. Most were aged 18-23 years. The students responded to a questionnaire in which they completed the Rokeach Value Survey and rated the importance of various reasons for their decision to take up medicine as a career. The article details the method and presents the results of the study.

The study found that medical students had an image of themselves as primarily motivated to help people, to deal with challenges and to exercise skill and competence. Male students displayed more self-interest in their orientations, while female students showed more concern with interpersonal and expressive values. Future research could usefully explore whether and how such self-concepts change during the course and after qualification and how far the expressed motivations are reflected in subsequent behaviour.

* *Psychology, School of Social Sciences, Flinders University of S.A.*

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ROBINSON, N.M. 85/AB: 65

The Gender Factor in Choosing Primary School Teaching as a Career. Brisbane, Queensland: Mt Gravatt Campus, Brisbane College of Advanced Education, September 1984 [26p.: mimeo]

This study was undertaken because of concern about the disproportionate numbers of female students entering the primary teacher training course at Mt Gravatt Campus of the Brisbane CAE. The study was arranged in two parts: first, to elicit responses from students (80 male students in Years 11 and 12 at three Catholic and one independent school in Brisbane); second, to interview guidance officers in half the metropolitan, Gold Coast and Ipswich schools to find out what resource material about teaching was available in the schools. The paper details the methodology used in both parts of the study and then presents the results.

The study found that boys were rarely attracted to young children, and primary teaching was considered to be boring, repetitious and not a masculine occupation. Moreover, boys had wider career options than girls and found other options more attractive. Guidance officers attributed these attitudes to traditional sex-role stereotyping.

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CARPENTER, P.G.* and J.S. WESTERN** 85/AB: 66

Transition to Higher Education. In The Australian Journal of Education, Vol. 28, No. 3, November 1984 [p.249-273]

This paper is based on data from a longitudinal study already described in previous Abstracts (B73,125, 83/AB:24, 84/AB:73,195). Using data gathered in the 1978 survey of Year 12 school students, it examines the processes whereby young people make the transition from high school to higher education. The paper describes the theoretical framework, the model and the procedures used to investigate the influence of particular variables on educational attainment. It discusses issues inherent in the use of the model and details the steps in the analysis. Tables provide detailed information as a basis for the discussion.

The analysis indicates that, for young men, a father in a high prestige job, a mother well-educated but not in paid employment and attendance at a Catholic school are all advantages in moving into higher education. Parental encouragement and the formulation of high aspirations are powerful influences. The process of transition from school to higher education for women shows some differences from that of men. Father's occupation and area wealth have direct effects on the entrance of women into higher education, suggesting that, relative to other girls in the sample, those whose fathers hold jobs of little prestige are likely to enter higher education, especially if they have attended Catholic schools. This result indicates that some girls from traditionally disadvantaged backgrounds are able to go on to higher education, forming a highly motivated group who have continued their education at least as successfully as their more advantaged peers. They are an a-typical group, most of their disadvantaged peers having failed to reach Year 12. Other influences on girls indicated by the analysis are perceived encouragement, academic self-assessment, aspiration formation and peer models.

What emerges from the analysis is that access to higher education is conditioned by class, sex and geographical location. These factors operate via the intervening contingencies of the type of school attended; the impact of the perceived encouragement or models of parents, teachers and peers; one's view of one's ability; career aspiration and orientations and ultimately academic achievement.

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** *Department of Sociology, University of Queensland.*

HORE, Terry* and Leo WEST* 85/AB: 67

Standards, Scores and Students. In Education News, Vol.18, No.12, October 1984 [p.41-43]

The Participation and Equity Program (PEP) aims to increase school retention rates, particularly for those groups of young people currently disadvantaged in education provision. Research, such as that by Anderson and Vervoorn (Access to Privilege 83/AB:130), indicates that in higher education, particularly universities, socially advantaged groups are over-represented. In order to see whether this was true also of Monash University, the writers of this article used university statistics and the sociological audit of first year entrants conducted since 1970 by the Higher Education Advisory and Research Unit (HEARU). Each year between 1970 and 1976 and every second year since 1978, first year first-time entrants to Monash have completed a questionnaire on enrolment. Analysis showed a steady rise from 38 per cent in 1970 to 51 per cent in 1983 in the proportion of females in the intakes in all faculties except Arts where the proportion has remained about 70 per cent. The article compares these figures with national trends.

Father's occupation and type of school attended were also examined. In the first case, the children of professional/technical and related fathers and those of administrative/executive/management fathers are over-represented in the Monash intakes, and those of craftsmen/production workers/labourers under-represented. In the period 1970-82, the gap has further widened with increases in the over-represented groups and decreases in the other.

Students from high schools are under-represented and those from non-Catholic independent schools are substantially over-represented. Over the period 1972-82, there is a trend towards declining participation by students from high schools, a steady participation by those from non-Catholic independent schools and an increasing participation by those from Catholic schools. Similar disadvantage is to be seen among some ethnic groups as well.

Among suggestions for providing greater equity in access has been positive discrimination by institutions in favour of disadvantaged groups. This has raised the question of whether this can be done without lowering performance standards. A study at Melbourne University in 1982 indicated that students from State schools performed better at the end of first year university than students from independent schools with the same Higher School Certificate (HSC) selection scores.

To test this finding at Monash, analysis was undertaken of three cohorts of Monash intakes: 1975, 1980 and 1982. The article describes the three different measures of performance used. This study found that students who undertake most of their secondary education in Victorian government schools perform better at the end of first year university than students with the same selection score from Victorian non-Catholic independent schools. On average, the government school students perform as well as those from independent schools who have a selection score of the order of 15-25 marks higher. Though further investigation of this result is necessary, it does indicate that performance standards would not be threatened if institutions were to offer special consideration to some students from government schools, especially those with low rates of access at present.

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* *Higher Education Advisory and Research Unit, Monash University, Victoria.*

BESWICK, D.G., J.A. BOWDEN and P. RAMSDEN 85/AB. 68#

Learning Styles Project: The Development of Learning Skills for a Deep Approach to Learning

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INSTITUTION Centre for the Study of Higher Education, University of Melbourne, Victoria

FUNDING Australian Research Grants Committee (ARGC)

TIME July 1982 - 1985

PLACE University of Melbourne

The principal aim is to test hypotheses relating a 'deep' approach to learning, to the interaction between students' motivation and contextual variables. The study exposes samples of students to different types of instruction in learning skills and measures the outcomes in terms of the development of deep and surface approaches to studying at university.

The sample comprises one hundred and fifty first-year undergraduates from each of five academic departments at the University of Melbourne in 1983 and all first-year undergraduates in the five departments in 1984 (approx. 1,500 students).

Information on demographic variables, motivational traits, approaches to learning and perceptions of academic learning environments was collected in a pilot questionnaire in late 1983. The 1983 data serves as a baseline for measuring changes in the student body and in departmental learning environments. In first term 1984 a questionnaire was distributed to all first-year undergraduates in the five courses. It collected information on students' backgrounds, motivational information and information about general learning strategies. During second term, approximately twenty students from each department participated in learning skills group discussions which were run by a student counsellor and by staff from within each department. In late 1984, a post-test questionnaire will be used to examine any change in motivational traits, general learning strategies, approaches to university study, and perceptions of academic departments and to examine the effects of participation in a learning skills group.

No findings on the major experimental hypotheses will be possible until the post-test has been completed. Work up to now has involved establishing the reliability of the questionnaire scales being used and other statistical analyses designed to clarify the differences between a 'deep' and a 'surface' approach.

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AUSTRALIA. GRADUATE CAREERS COUNCIL OF AUSTRALIA 85/AB: 69

1983 Australian Graduates. Activities as at 30 April 1984. Part A: Universities; Part B: Colleges of Advanced Education. Melbourne, Victoria: Graduate Careers Council of Australia, November 1984 [24p.: $15.00]

This publication presents the results of an annual survey of graduates throughout Australia; Part A, reporting on university graduates and Part B on graduates from colleges of advanced education. Each part provides a summary and presents detailed statistical information in four tables and a number of bar charts. The tables cover activities of all graduates by level of courses in 1984; activities of first degree/diploma graduates by sex, 1980-1984; employment status of first degree graduates in full-time labour force, 1980-1984; proportion of first degree/diploma graduates in full-time labour force for selected fields of study. The bar charts present information on specific study areas such as humanities, engineering, biological sciences.

For university graduates the survey indicates that in 1983 there was a significant deterioration in the labour market for first-degree graduates, with the proportion seeking full-time employment rising from 14.3 per cent in 1982 to 20.1 per cent in 1983, but falling to 15.8 per cent in 1984. The labour market for graduates is, however, not uniform; the data show relatively lower proportions in full-time work in the humanities, chemistry and biological sciences.

For graduates/diplomates from colleges of advanced education, overall full-time employment has held fairly steady, with a slight fall in government (non-teaching) employment being offset by slight increases in private (non-teaching) employment and in teaching. The proportion of all first-degree advanced education graduates in full-time employed increased slightly in 1983 and was down by only 0.2 per cent in 1984. The proportion of men employed in the private sector is well over twice the proportion of women, but there is a higher proportion of women in teaching and also seeking employment.

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NSW. UNIVERSITY OF SYDNEY. APPOINTMENTS BOARD 85/AB: 70

Annual Report 1984. Sydney, NSW: Appointments Board of the University of Sydney, September 1984 [24p.]

This report contains a good deal of information on the employment destinations of graduates in various disciplines. An article on The First Destinations of Graduates observes that this kind of data has been monitored for twenty years and that a new format of data collection instituted in the mid-1970s has enabled the production of a ten-year profile of the first destinations of Sydney graduates. This, set out in Table 1, indicates an increase in 1984 in the population of first degree graduates successfully entering employment by the survey date (45.3 per cent). The improvement was principally due to increased employment in the private sector. There was a corresponding reduction in the proportion of graduates still seeking full-time employment in April (from 7.1 per cent in 1983 to 6.2 per cent in 1984). The article goes on to detail destinations of graduates in various disciplines.

A second article indicates increased demand from school leavers for university places - a demand which may be partly generated by lack of employment opportunities. The article mentions a remark by an 'unkind person' to the effect that 'the value of higher education is that you get to unemployment that much later'.

Other articles provide information on Graduates in Banking, the Five Years After Study (85/AB: 71) and the destinations of graduates in various disciplines from NSW and ACT universities. Four of the five Appendices provide further detailed statistical information on the destinations of graduates.

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COYTE, P. 85/AB: 71#

Five Years After

INSTITUTION Careers and Appointments Service, University of Sydney, NSW

TIME April 1984 - June 1985

PLACE National

The aim of this study is to outline the patterns of employment and further study of the 1279 graduates of five universities five years after their graduation. The universities involved and co-operating in the project are those of Sydney, Melbourne, Newcastle, Western Australia and the Australian National University. Arts graduates at the University of Adelaide will also be surveyed. The information compiled from the survey will be of use to students, prospective students, careers advisers, employers and universities.

DOCUMENTATION

A first report is expected in April 1985.

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COYTE, Philip 85/AB: 72

Graduates in Banking. Leavers vs Stayers. Sydney, NSW: Careers and Appointments Service, University of Sydney, February 1985 [17p.: mimeo]

This report examines the experience of banking for those graduates who withdrew from the industry and compares it with that of those who remained in the industry. The analysis of a 1983 survey shows that about 33 per cent of the graduates recruited to banking in 1981 had left within the two-year period. Given the stated aims of the graduate recruitment programs - to develop a future management layer - the failure to retain graduates should be a cause of concern. The paper examines some of the reasons given for the high loss rates.

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McKENZIE, Phillip* and Gerald BURKE** 85/AB: 73

Post-compulsory Schooling: Some Issues Affecting Educational Expenditure in Victoria. A paper prepared for the Ministerial Review of Post-Compulsory Schooling (to be published as an Appendix to the Report of the Review Committee chaired by Ms Jean Blackburn). Hawthorn, Victoria: Australian Council for Educational Research, March 1985 [15p.: mimeo]

The Ministerial Review of Post-Compulsory Schooling (84/AB:190) argued for the development of upper secondary colleges, bringing together Years 11 and 12 in schools and that part of TAFE provision which precedes employment and is not occupationally specific. Its arguments were based on the needs of 15-19 year olds in a changing society for a curriculum of wide range which it would be difficult to provide economically where enrolments are small. This paper does not address the educational and social issues involved in approaches to post-compulsory education. It is more narrowly focused on the enrolment context within which Victorian post-compulsory schooling can be expected to operate over the next decade and the factors likely to affect costs of operation.

Just over 80 per cent of government recurrent expenditure on Victorian government schools is allocated to teachers' salaries. Thus factors influencing numbers of teachers required largely determine overall costs and distribution of resources between year levels. Among the most important of these factors are the number of classes formed at each year level and the average size of classes. The larger the number of classes and the smaller the average size, the greater the number of teachers required and the higher the expenditure per student. The data presented in the paper show that at present 30 per cent more resources per student are needed for Year 11 provisions than for Years 7-10; Years 11 and 12 together entail 40 per cent more expenditure per student than Years 7-10.

The paper goes on to discuss the influence on costs exercised by factors in the four broad categories of: curriculum structures, class size policies, non-contact time policies and size of enrolment group. The analysis indicates that the more extensive the curriculum in terms of number of subjects offered, the greater will be the quantity of teaching resources required; the larger the enrolment size of the year level group, the lower the per pupil costs of teaching resources required and the converse also holds; the rate of decline in per student costs decreases as enrolments expand, indicating that there may be an enrolment range beyond which further increases in size bring relatively little in the way of advantage in resource use. Further discussion in the paper of optimal enrolment size suggests that the more organisationally complex an educational institution, the larger will be the enrolment size considered necessary for economical operation.

The second section of the paper is concerned with changes in the total enrolments in post-primary schools and their distribution by type of school and region. If total enrolments fall, then the burden of expenditure on the State budget is lessened, but costs per student may rise,

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* Australian Council for Educational Research, Hawthorn, Victoria.
** Education Faculty, Monash University, Victoria

particularly in post-primary schools. Enrolments in post-compulsory schooling are affected by a number of factors, including retention rates and the job market, so that projections are subject to uncertainty. The analysis of data in the paper indicates that enrolments in government schools seem likely to decline after 1985 until about 1994, the fall being concentrated in Years 7-10 in the late 1980s. If retention rates rise steadily, numbers in Years 11-12 may increase considerably in the late 1980s and remain high in the early 1990s. If this is so, costs per student will rise by up to 10 per cent, even though overall costs will fall. Other factors, such as uneven distribution of students among schools, will create both cost and curriculum problems.

The paper concludes that attempts to broaden the curriculum range at Years 11 and 12 with the existing structure of schools would be likely to require additional resources per student owing to small enrolments in Years 11 and 12 in most schools. Some restructuring of schools will have to be considered if costs per student are to be contained. Restructuring to provide larger groups (say 300) of students would be one way of expanding curriculum range while containing costs. Finally, the paper stresses the need for more intensive and detailed work at the local level to determine the most appropriate form and costs of educational provision in particular areas.

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VICTORIA. UNIVERSITY OF MELBOURNE 85/AB: 74

Ministerial Review of Post-compulsory Schooling. A Response. Melbourne, Victoria: University of Melbourne, 1984 [64p.: mimeo]

This detailed response by the University of Melbourne to the proposals for the development of post-compulsory colleges by the Ministerial Review (84/AB:190) begins by stating its support for the broad strategies proposed; in particular, for making post-compulsory formal education purposeful, attractive and accessible to a wider range of adolescent groups and to older age groups; for devising a cohesive two-year program capable both of moulding and of being responsive to the aspirations of all students; for re-structuring institutions in ways which may increase the effective range of choice available while at the same time ensuring consistent and high standards of instruction.

However, the paper goes on to draw attention to some of the implications of the proposals which require more extensive and detailed consideration. Among these are: the implications for Years 7-10 in terms of curriculum design, appropriate funding and teaching, a Year 10 credential and retention beyond Year 10; the implications for the tertiary sector of increased retention rates, post-secondary aspirations and the costs of meeting increased demand; the implications for financial assistance for students; the implications of eliminating the academic/practical dichotomy in terms of capital works and teacher education.

The paper goes on to deal in detail with issues of curriculum, credentialling and organisation. Three appendices deal with the processes, criteria and issues of selection for university entrance.

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AINLEY, John, Margaret BATTEN and Hilary MILLER 85/AB: 75

Patterns of Retention in Australian Government Schools. Research Monograph No.27. Hawthorn, Victoria: Australian Council for Educational Research, 1984 [172p.]

This study set out to identify some of the factors which might have contributed to the unexpected nationwide increase in Years 11 and 12 enrolments in 1983; to assess the extent and characteristics of the change, and to examine the motivations and expectations of the students concerned.

At the start of the study three sets of possible factors were identified from the literature: economic (labour market conditions and schooling costs); social-psychological (socio-economic and ethnic background, rurality, sex and personal factors such as aspirations, self-concepts, family and teacher encouragement); the school (curriculum and organisation). The study was seen as involving three different and complementary perspectives: of school systems, of schools and of students. Information on school systems was derived from official data on enrolments, retention rates and demographic patterns, together with similar data on Technical and Further Education (TAFE) Programs considered equivalent to full-time post-compulsory schooling. For schools and students, additional data were collected through a follow-up survey to a 1978 study (Rosier 1980) and a survey of schools and students in 1983. Details about the conduct and methods of the study are given in Chapter 2 and Appendix I.

Chapter 3 examines the patterns and trends in education systems, focusing on government schools but using non-government schools for comparison and estimating the effects on retention rates of including equivalent TAFE provisions. Tables and graphs provide detail. The chapter considers the merits and qualifications of three measures of retentivity: apparent retention rates, age-weighted participation rates and grade participation rates. It estimates that the inclusion of TAFE enrolments to age-weighted participation rates in 1982 would have added about 6 percentage points at Year 11 and about five percentage points at Year 12 across Australia, though the contribution of TAFE was not uniform in each State at either year level.

The chapter notes increases between 1982 and 1983 in the retention rates to Years 11 and 12 for all government school systems and details the unevenness of the distribution between the States/Territories. Evidence in the chapter about patterns and trends in retentivity supports the view that all three sets of possible factors postulated (economic, social-psychological and the school) may have contributed to changing patterns. In particular, influences appear to include: declining job opportunities, changing expectations among young people and types of school programs offered, especially in Year 11.

In Chapter 3, the differences between schools in their capacity to retain students are examined and methods of analysis of the data described. The chapter looks at student composition in various schools, location, system differences and curriculum offerings, and outlines the results from the surveys of schools in each of the States/Territories surveyed. The analysis indicates that differences between schools in

retentivity were due in part to the socio-economic and ethnic background characteristics of the school population; in part, to the school system and the State in which the school operated; in part, at Year 11, to differences in type of curriculum offered by the school.

Chapters 5 and 6 give student perspectives on staying at school. Chapter 5 presents the responses of Year 10 students which indicate that increases in retention from Year 11 to Year 12 will continue. The majority of Year 10 students expected to continue to Years 11 and 12 and to engage in further study after that. They placed greater emphasis on factors such as the need for higher qualifications or the availability of useful subjects at school than on job market factors as reasons for staying on at school and expressed satisfaction with school. Potential early school leavers, particularly males, placed most importance on job-related reasons for leaving rather than school-related reasons. Comments from the students at the end of the questionnaires confirmed the finding that they were more concerned with the personal investment aspects of schooling than they were with the enjoyment and intrinsic worth of their school experiences. The same kind of reasoning was reflected in the responses of Year 11 students (Chapter 6).

Presenting an overview of the study, Chapter 7 suggests that a lack of available jobs contributed to the increase in retentivity between 1982 and 1983, but was not the whole cause. In fact, causes could not be neatly compartmented in the three categories previously identified, but were much more interactive. Job market factors and changing expectations would predispose young people to remain longer at school, but the decision to do so could well be influenced when the courses available are accessible and attractive.

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FORSTER, J.J.H., C.A. RYAN, I. ADRASKELAS and M. ORUM 85/AB: 76#

Youth Education and Labour Force Participation

INSTITUTION Sectoral Studies Branch, Bureau of Labour Market Research (BLMR), Department of Employment and Industrial Relations, Canberra

TIME Expected completion, June 1985

PLACE National

The study uses pooled cross-section/time-series data for six States from 1968 to 1983. It attempts to explain, for single year of age and gender partitioned data, the impact of economic variables upon the decision either to stay in secondary school or to leave. Particularly important in this are youth labour market variables, family income levels, state of residence, size of population, cohort and government policy variables as explanatory variables.

The equations for each cohort group are either defined independently of the others or in a recursive form. Consequently OLS estimation is appropriate, although it is also intended to use Zellner's Seemingly Unrelated Regression technique.

DOCUMENTATION

The results will be published in the BLMR Working Paper series.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 85/AB: 77

Report for 1985: Response to Government Guidelines. Canberra: Schools Commission, September 1984 [77p.]

The Government Guidelines to the Schools Commission of August 1984 (84/AB:215) set out the levels of funding made available by the Government for Schools Commission Programs and announced policy initiatives in education. This report is the response of the Commission to the Guidelines. Chapters 2-10 set out the Commission's advice in each program area.

Chapter 2 covers General Recurrent and Capital Grants for government and non-government schools, outlining the Community Standard which has been adopted as the basis for funding (see 84/AB:214) and going on to discuss issues such as accountability and the funding of new non-government schools. Succeeding chapters cover programs in Special Education, Early Special Education, English as a Second Language, Participation and Equity, Computer Education, Basic Learning in Primary Schools and programs shared between government and non-government schools (multicultural, country areas, children in residential institutions, severely handicapped children, professional development and projects of national significance). Chapter 11 is a summary of recommended allocations in each program. Four Appendices provide information on the Guidelines, the Quality of Education Review and other program material.

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REEVE, Pat, Joan BROWN and Pam CA[illegible] 85/AB: 78

The Commonwealth Role in Improving the Quality of Australian Schooling. An ACSSO Perspective. Canberra: Australian Council of State School Organisations (Hughes Primary School, Kent Street, Hughes 2605), January 1985 [64p.: $5.00 + postage]

This paper has been developed by ACSSO (the national organisation of parents of children in government schools) as a response to three major reviews of the Commonwealth role in education: a Ministerial review of the structure and membership of the Schools Commission; a comprehensive evaluation by the Schools Commission of its own Specific Purpose Programs; the Quality of Education Review chaired by Professor Karmel (see QUIDNUNC in Youth Studies Bulletin, Vol.3, No.3, August 1984, p.10-11). The paper sets out the social and educational principles espoused by ACSSO and uses these as the basis of its comments on the Schools Commission and its operations, and of its proposals for future directions.

The first two sections outline ACSSO's role in relation to the Schools Commission and describe the participative process by which the submission has been developed. Arguing from the social principle of reducing social inequalities and promoting more equal outcomes, the third section of the paper develops a framework based on a concept of education as access to and empowerment through learning for all children. Learning itself is seen as a process of personal and social development for each child as an individual, beginning with that which is familiar and recognising that the child is also a part of and directly influenced by the family, the community and the wider society. On this basis, education should be a participative process involving students, teachers, parents and community as well as those with other relevant expertise, so ensuring that curricula meet the objectives which should be common to all schools, as well as those which are appropriate to individual schools and students. From this discussion, the paper goes on to specify the principles which should be the basis of education programs that aim to give all children access to learning and empowerment through it.

On the basis of these concepts and principles, Part II of the paper deals with the Schools Commission and the Specific Purpose Programs. It argues that these programs have contributed largely to an understanding of the issues involved in educational change and specifies some of the practical achievements. It goes on to argue that the original approaches to collaborative debate and decision-making adopted by the Schools Commission which enabled it to explore issues constructively and creatively have been progressively eroded to the point of uncertainty and frustration among participants.

To re-establish the capacity of the Commission to stimulate and participate in public discussion and action directed to national goals in education, Part III of the paper spells out proposals for reconstruction of Commission programs and their administration, of the Commission's own role and membership and of its reports and work program. Two Appendices provide background information.

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AUSTRALIA. SCHOOLS COMMISSION. PANEL OF COMMONWEALTH SCHOOLS COMMISSIONERS 85/AB: 79

Planning and Funding Policies for New Non-Government Schools. Report of the Panel. Canberra: Commonwealth Schools Commission, March 1985 [32p.]

This report is a response by the Schools Commission to the concerns about unrestricted funding of new non-government schools expressed in the Commonwealth Government Guidelines of August 1984. The paper begins with an outline of the development of school funding policies and enrolment patterns since 1973, indicating the problems that have emerged from unrestricted funding of new non-Government schools. Among these are the impact on existing schools; the need for co-ordination at various levels of responsibility; the need for planned development. Government Guidelines indicated the wish to be able to budget for Commonwealth support for new non-government schools from 1986, according to a negotiated set of priorities.

This report argues for a policy which requires new non-government schools to be consistent with planned educational provision in the area. This involves closer co-operation and consultation between proponents of new non-government schools and public system authorities who have responsibility to provide for all students requiring a place. Accordingly the panel has focused its attention on the development of effective planning structures and procedures to take account of the need to balance the aspirations of particular groups for schools which reflect a chosen philosophy against the rights of all students to the resources necessary for successful schooling.

The paper goes on to set out recommendations and strategies for the implementation of a new policy based on co-operative arrangements and agreed priorities. The discussion covers: defining new schools; budgeting for new schools; initial eligibility for Commonwealth funds; public notification; planned educational provision; funding to a plan; determining priorities for new non-government schools; administrative arrangements; recurrent/capital arrangements; planning structures; appeals. Final sections deal with transition arrangements for 1986 new schools and with State registration.

In brief, the report recommends that the question of funding for a new non-government school should be based on an assessment of effects on the educational standards, enrolments and provision and use of services in the area concerned. Factors to be taken into account in setting priorities for funding or budgeting include whether the area is growing, stable or declining; whether the proposals involve extension/completion of existing schools; whether the school serves students with particular forms of educational disadvantage; whether it fits in with planned educational provision.

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VICTORIA. STATE BOARD OF EDUCATION 85/AB: 80

. Trends in Non-Government School Funding in Victoria. Information Paper, Non-Government Schools, No.1. Melbourne, Victoria: State Board of Education, February 1985 [33p.: $2.10]

. Grants to Non-Government Schools, 1983. Information Paper, Non-Government Schools, No.2. Melbourne, Victoria: (as above), February 1985 [60p.:$2.90]

These papers are part of a series of information papers produced to contribute to the general public debate on funding of education and, in particular, on the question of public support for the private school sector.

The first paper sets out simply to describe some of the historical background and to trace the levels of funding that have been provided from various public sources up to the present. The discussion shows an upward trend in the financing of non-government schools from public funds at both State and Commonwealth levels. This may be partly explained by increasing numbers of students enrolling in non-government schools as a result of expanding population and also possibly of the increased accessibility of such schooling. However, the general upward trend in total fund allocations to the non-government school sector is also due to the increase in real terms of the amounts made available per student. This trend, in turn, is due to the nexus between government school and non-government school costs per pupil, through which non-government schools are guaranteed a percentage of the estimated cost per student attending government schools. The cost per student in government schools has been increasing in real terms, resulting in higher per capita grants for non-government schools. Other political decisions have also contributed to the upward trend in total fund allocations. Details of changing levels of State and Commonwealth funding are set out in the paper, and the general trends are briefly summarised in a final section.

Paper No.2 lists recurrent per capita grants paid to non-government schools in Victoria by both State and Commonwealth Governments and capital grants offered by the Commonwealth in 1983. This will be up-dated when 1984 data become available.

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AUSTRALIAN CONSUMERS ASSOCIATION 85/AB: 81

State Schools: Your Rights. In Choice, February 1985 [p.9-13]

While there is unanimity among governments, parent associations and teacher organisations that parents have a right to be involved in their children's education, how this should happen is far from clear. A conference of parents, teachers and students in Victoria in 1979 identified three main rights sought by parents: the right to be adequately informed; the right to influence school decision-making; the right to have their values acknowledged and supported. Recognition of these rights has lead to establishment of representative school councils in the ACT, Northern Territory, South Australia and Victoria. Tasmania is currently considering a policy on school councils. In NSW, Queensland and Western Australia, decision-making remains with the central authority and the avenues for parent exercise of rights and influence are limited.

From discussions with teachers, students and parents, twelve major issues of concern have been identified: choice of school, fees, excursions, uniforms, compulsory classes, illness and injury, truancy, police interviews, care and protection, files and reports, corporal punishment, detention. Each of these issues is discussed in the article. In each case, examples of the issue are outlined, along with the relevant State/Territory policy and some overview comments by the two national organisations, The Australian Teachers Federation (ATF) and the Australian Council of State School Organisations (ACSSO), the latter representing parent organisations. The views of some students on the issues are also incorporated in the article, which concludes with some brief advice to parents on ways of achieving their rights.

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NSW. WORKING GROUP ON THE ESTABLISHMENT OF SCHOOL COUNCILS FOR STATE SCHOOLS IN NSW

85/AB: 82

School Councils. Report of the Working Group on the Establishment of School Councils for State Schools in NSW. Sydney, NSW: Education Commission of NSW, 1984 [56p.]

This Working Group, comprising representatives of NSW parent and teacher organisations and the Education Commission of NSW, was established in November 1983 to prepare a discussion paper outlining steps which might be taken to encourage the development of school councils in NSW along with proposals for implementation, where appropriate, in school communities. The first section of the paper sets out the policies of various organisations supporting school councils.

Section II briefly outlines the progress of community involvement in education in NSW during this century, noting the fully centralised control of schooling and the attempts since the 1970s to encourage community participation. The terms, 'community', 'involvement' and 'participation' are defined in Section III, which goes on then to argue the value and benefits of community involvement and participation for all concerned. Practices and structures in other States/Territories are also outlined.

Section IV affirms the support of the Working Group for the establishment of school councils where the school and community wish this to happen. It outlines a model for such councils, indicating size, representative composition and functions in policy-making, consultation, advice, school management, monitoring and co-ordination, communication and liaison.

In Section V, some critical issues are discussed, including the question of legislation; the steps in establishing a school council; the role of parent organisations; the operation of the council;the role of the principal; relationships with other school committees; the resources needed. A timetable for action is set out in Section VI, beginning with discussions and meetings in 1984 which would continue in 1985, along with the development of legislation and guidelines. Section VII briefly summarises the view of the Working Group that school councils should be established where the school community wishes this to happen. The specific recommendations of the report are listed. Appendices provide background information about the policies of various organisations on community involvement, along with some draft documents of use in the establishment of school councils.

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CHAPMAN, Judith D. 85/AB: 83

A Descriptive Profile of Australian School Principals. Canberra: Commonwealth Schools Commission, October 1984 [108p.]

This is the report of a study undertaken for the Schools Commission in 1983 as part of a larger project, The Professional Development of Principals. In view of the fact that principals are an important factor in the capacity of schools to adapt to the changing needs of society, this project was intended to identify ways of supporting and improving their professional development; of fostering leadership skills and understanding of the role of the principal in the development of the school. This study was Stage 1 in the project, providing a descriptive profile of principals in Australian schools, both government and non-government, and covering personal characteristics (age and sex), qualifications, experience, subject areas, the principal's day (use of time, interactions).

Chapter 2 outlines the methods of the study which involved distribution of 2,005 questionnaires to principals in a random sample of 20 per cent of schools. Replies were received from 1,299 (65 per cent).

Chapter 3 provides the descriptive profile of Australian school principals, in text and tables. It shows that 77 per cent of them are male; the modal and mean age is 40-44 years; 90 per cent were born in Australia; 76 per cent are married; 42 per cent have spouses in professional employment (e.g. teachers, nurses); 85 per cent report spending at least one hour a week in regular sport/exercise; 60 per cent report having made at least one overseas trip.

Forty per cent of principals hold three or more tertiary qualifications; 25 per cent had undertaken specific study in administration before appointment as principal and 31 per cent after; 66 per cent have been principals for less than ten years and 36 per cent for five years or less; a relatively high proportion of young government primary school principals, male and female, are currently serving in rural areas, contrasted with the vast majority of non-government school principals who are in capital or other cities. Fifteen per cent of principals have been employed in a different type of school or school system from that in which they are now employed; 24 per cent have been employed for one year or more in a field other than education; 85 per cent belonged to one or more professional associations; over 80 per cent had attended one or more local/regional conferences or in-service activities in 1980-82.

Chapter 4 of the report gives individual profiles for 14 types of principals: female government school principal; female Catholic school principal; female independent school principal; males in these three categories; principals in government, Catholic and independent primary schools; principals in the three types of secondary schools; principals in Catholic and independent schools which combine primary and secondary. Two appendices provide background information about the methods of the study.

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HAN, Judith D. 85/AB: 84

The Selection and Appointment of Australian School Principals. Canberra: Commonwealth Schools Commission, October 1984 [162p.]

This is a report of a study undertaken during 1983 for a Schools Commission project, The Professional Development of Principals (see 85/AB: 83). The objectives of this study were to summarise the appointment procedures for principals in government and non-government schools throughout Australia as well as the assumptions underlying these procedures. Information was collected by the researchers from persons in school systems and independent school associations who had a close knowledge of the procedures, covering the legislative basis for the procedures; the time the procedures have been operating; methods of recruitment; the making and processing of applications; the criteria and methods of selection.

Chapter 2, Assumptions Underlying the Selection and Appointment of Principals, begins with a summary in table form of the various elements in the procedures (outlined above) for government schools. Analysis of the data indicates that many features of the traditional centralised systems of selection and appointment continue such as appointment from within the service, centralised selection processes involving departmental and teacher representatives, reliance on relative ratings of seniority and/or efficiency as major criteria. Some States/Territories have shown or are showing divergence from the established patterns. The chapter sets out the fundamental assumptions of State responsibility underlying the traditional centralised processes. Sections B and C of the chapter present similar information for Catholic and independent schools.

Chapter 3 details the procedures for government schools in each of the States and Territories; Chapter 4 covers the same ground for Catholic schools and Chapter 5 for independent schools. Appendices provide background information on the method of the study.

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COULTER, Frank and Lawrence INGVARSON 85/AB: 85

Professional Development and the Improvement of Schooling: Roles and Responsibilities. A Report to the Commonwealth Schools Commission. Canberra: Commonwealth Schools Commission, January 1985 [292p.]

In 1983, the Commonwealth Tertiary Education Commission (CTEC) and the Commonwealth Schools Commission (CSC) were requested by the federal government to carry out a joint and co-ordinated review of Teacher Education in Australia. The Review was required to take into account the 1980 National Inquiry into Teacher Education (NITE) and the associated State reports, and to cover kinds and levels of provision for pre-service and in-service teacher education, teacher development needs as they relate to the Commonwealth's educational priority areas (Participation and Equity (PEP), Computer Education, etc.). The two Commissions were also required to review their roles and co-ordination of roles in teacher development. Because of the Schools Commission's long interest in the continuing professional development of teachers, it was agreed that the Schools Commission should concentrate on this aspect of teacher education, particularly in-service activities which carry no credit for academic awards. This Report is the outcome of the Schools Commission's part in the Review.

In approaching its task, this Review accepted in general the principles and guidelines set out in the NITE and State reports and attempted to consider the conditions which might enable change to occur and to identify the authorities who might assume responsibility for providing such enabling conditions. Tracing the recent history of teacher in-service education and the role of the Commonwealth in it, Chapter 2 notes the decline in the provisions for in-service education since the mid-1970s. This has happened despite an increased need arising from changes in teacher career patterns, increased expectations of the teacher's role, changes in educational priorities and the spread of school-based curricula. Both the Commonwealth and employers of teachers have complementary roles in in-service education and these are discussed in the chapter.

Chapter 3 reviews and summarises the findings of the inquiries into Teacher Education, which stressed the importance of continuing professional development for teachers. It observes the lack of response to these reports and raises some further issues not addressed in them. In Chapter 4, the implications for teacher development arising from Commonwealth priorities are discussed. The report points out the deficiencies in co-ordination and planning in the two Commissions which have reduced the capacity of teacher development provisions to cater for program needs. It argues that the efforts of the Commonwealth Government to improve education will be more effective if they stimulate and build on policy-making and commitment at State and local levels.

Chapter 5 of the report presents information about the level of provision of in-service education and the views of various groups surveyed on non-award in-service teacher education. It finds lack of co-ordination and some contradictions in the provisions and argues for the establishment of a closer link between Commonwealth and State effort in professional development, and an administrative structure which integrates

the dual commitment. The structure and content of in-service courses which might be provided under co-ordinated arrangements are described in Chapter 6, with some examples of activities at school and Commonwealth levels which might contribute to needs and priorities.

Chapter 7 makes specific proposals for the funding and co-ordination of professional development. It summarises the issues and sets out the basic principles behind its approaches based on the central principle of support for professional development in the school. This requires the co-ordinated provision of resources and support structures both within and outside the school, involving employing authorities, teacher and parent organisations and the two Commonwealth Commissions. The Chapter sets out the Recommendations and concludes with discussion of the reasoning behind them.

Four Appendices provide further information. Appendix 2, in particular, is a substantial paper reviewing teacher development needs arising from Commonwealth priority areas such as PEP, computer education, multicultural education, education and the arts, Aboriginal education, education of girls.

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TINKLER, D.E.* 85/AB: 86

The Movement Towards School-focused In-Service Professional Development: Some Assumptions. Political Perspectives and their Implications. In Unicorn. Bulletin of the Australian College of Education, Vol.11, No.1, February 1985 [p.24-25]

The 1973 report of the Interim Committee for the Australian Schools Commission (Karmel Report) indicated the inadequate provisions for in-service education of teachers up to that time. This paper traces developments since then, noting the move away from the 'teacher development in-service approach' towards the 'school based school improvement approach' and discussing some of the assumptions and concepts underlying the shift.

The school improvement approach tends to assume the school as a fixed entity for improvement. The paper questions this concept of the school, pointing out that its basic elements - students, staff, administration and parent community - are all subject to change. It is difficult for any institution to be maintained as an entity in conditions of change, as the paper illustrates. Instead, the paper argues for school focused in-service professional development, involving schools in self-appraisal covering areas such as philosophy, organisation, curriculum, community relations or teaching methods. The need for appropriate support in the form of resources and consultants is emphasised. Such an approach would be directed to the improvement/development of both individuals and the organisation.

* Victorian Department of Education

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KNIGHT, Tony* 85/AB: 87

An Apprenticeship in Democracy. In The Australian Teacher, No. 11, February 1985 [p.5-7]

Two approaches to discipline have been current in schools in recent years: control and pastoral care. The first approach increases conflict between teachers and pupils, confuses school aims and loses many students from the life of the school; the second is a form of crisis management operating outside the school curriculum and encouraging students to be dependent on teachers. This article proposes a move from control and crisis management to a concept of democratic schooling.

This concept recognises that discipline is critical to the teaching and learning process but makes the distinction between discipline policy and a disciplined student, arguing that self-discipline can only occur when students feel competent and are able to negotiate their social environments. What is proposed is a form of democratic apprenticeship from grades one to twelve. Schools have traditionally been autocratic. A democratic approach would require students to be both integrated and represented within the governance process of the school.

The article goes on to define what is meant by democratic schooling - an approach which can lay the foundations for improving the competence of the adult electorate. The concept involves participation and the understanding of individual rights and social responsibilities which comes through practice and through a curriculum which actively teaches democracy.

The remainder of the article sets out stages in a democratic apprenticeship, suggesting ways and means for inducting students into participation and acceptance of their responsibilities. In Grades 1-3, students become acquainted with the concept of rational order. In Grades 4-6, experiments can be carried out with representative government so that students begin to understand that democratic freedom carries with it responsibility and consequences. Students in Grades 7-12 experiment with elections and learn their processes, as well as acquiring a measure of control over school rules, treatment of rule breakers and general student activities.

Finally the article discusses the limitations to student governance imposed by the rights of teachers and parents and by the fact that responsible adult authority is an intellectual presence which cannot be abdicated. Participatory democracy as outlined in the article is not just a political ideal, but a way of living on a daily basis. Freedom has been defined not as licence to do what one wants, but as shared responsibility. The knowledge and understanding required to attain this level of self-discipline must be learnt, and therefore must be taught.

* Education, La Trobe University, Victoria.

COLE, Peter (Compiler) 85/AB: 88

Curriculum Issues. Extracts from VISE Publications. Melbourne, Victoria: Schools and Curriculum Unit, Victorian Institute of Secondary Education (VISE), 1984 [90p.: $4.00]

This publication draws together a variety of perspectives on curriculum and schools from staff in VISE working in projects and from articles previously published in ADVISE and VISE News. The materials selected relate closely to particular issues that are of concern to the Schools and Curriculum Unit: assessment and reporting, equal opportunity, curriculum negotiation, youth participation, ways of grouping students and the orientations of school curriculum. Preference in selection of articles has been given to those authors who have tended to adopt a tone of curriculum critique, analysis or advocacy that demonstrates some affinity with democratic schooling principles and practices.

The articles are grouped according to subject under the headings of curriculum approaches: assessment and reporting; equal opportunity; negotiating the curriculum; youth participation; ways of grouping students. Writers include Jean Blackburn, Stephen Kemmis, Bruce Wilson and members of VISE staff. Many of the articles have appeared in the Clearinghouse collection of Abstracts.

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U.S. OHIO STATE UNIVERSITY. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION 85/AB: 89

Centergram. Vol.XX, No.1, January 1985 [4p.]

Among the short articles in this issue is a brief account of the report, published in November 1984, of the National Commission on Secondary Vocational Education. This report, The Unfinished Agenda (US$4.75 from the above Center) has been produced after a year of intensive study and gathering of testimony across the U.S. on the role of vocational education in the high school. The report takes issue with other national reports which recommend increasing academic requirements for high school graduation, arguing that this largely ignores the different needs, interests and abilities of students, many of whom do not do well in the regular classroom.

This Commission advocates integrating academic and vocational studies so that all students can choose from a comprehensive set of course offerings. To achieve this requires co-ordination of academic and vocational studies within the curriculum so that the needs of all students, including the 40 per cent who do not go on to post-secondary education, are met. Among specific recommendations made by the report are: schools should not provide separate tracks leading to distinct diplomas; States should not impose curricular requirements which restrict opportunities for students to participate in vocational education; secondary vocational education courses should teach and provide practice in the basic skills of writing, speaking, listening and problem solving; vocational courses must be enriched and diversified to make them attractive to all students, including those going on to college.

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KELLY, Paula and Robert BENNOUN 85/AB: 90

Students from Indo-China: Educational Issues - A Resource Book. Surrey Hills, Victoria: Australian Centre for Indo-Chinese Research (704 Canterbury Road, Surrey Hills 3127), 1984 [149p.]

This book draws on data collected for a longitudinal study and report, funded by the Schools Commission and entitled Students from Indo-China: Intercultural Transition and Educational Responses in Australia (obtainable from the above Centre). The study set out to give a longitudinal and balanced perspective on the experiences in Australian education of refugee students. This publication has been produced to meet the needs of teachers for information about the students themselves and their parents in terms of attitudes and culture. A review of the literature indicates little information of use to teachers on young people from Vietnam, Kampuchea and Laos, though some recent work may be of interest (84/AB:78; 84/C:92).

The study has been in progress for five years with an intensive data gathering period during 1983. Information was gathered from students and ex-students, from parents and teachers by a variety of means including group discussions, interviews and questionnaires. The methodology is described and the recommendations set out in the introduction to the book.

Chapter 1 outlines the experiences of refugees from Vietnam, Kampuchea and Laos in becoming refugees from their own countries and in arriving and settling in Australia, pointing out that since 1975 more than 81,453 refugees from these countries have been resettled in Australia and providing some statistics on levels of skills, characteristics of young refugees and areas of settlement in Australia.

Chapter II provides an overview of the culture of Indo-Chinese people. It points out that it is essential to understand that the Indo-Chinese comprise five distinctly different cultural groups: Vietnamese, Khmer, Lao, Mhong, Chinese. Within each of these groups there is a wide range of socio-economic, religious and political groups. Refugees should therefore be seen as individuals and their problems approached as the problems of individuals rather than of any particular culture, bearing in mind also the effects of years of war, the post-war turmoil and the experiences of being a refugee. With these qualifications, the chapter goes on to outline the cultural norm of the societies of Vietnam, Kampuchea and Laos as they were until the end of the 1970s, covering matters such as the family and roles within the family; religion and moral philosophy; racial attitudes; attitudes towards education. Chapter III outlines the education systems of the three areas, again stressing the effects of war and social change on restructuring of education.

Discussing what is happening in Australian schools, Chapter IV notes the high level of concern shown by individual teachers for refugee students. It approaches the task of overview, not by pinpointing State or school inadequacies, but by outlining aspects in individual States which have seemed to be meeting needs within the context of that particular State. The chapter covers the initial processes of induction into language units and thence to schools, describes the approach of one particular school and deals with some special problems such as illiteracy and delayed concept development.

Chapter V presents the research results in three main parts, summarising the responses of teachers, students and parents/guardians. Each section reports the information gathered on matters such as expectations, attitudes and problems.

To supplement the quantitative data with more in-depth information, Chapter VI presents five case studies which highlight the diversity among refugee students. The conclusion at the end of this chapter sums up the problems faced by refugee students in the education process: differing perceptions of roles, experiences and expectations of all those involved in the education process; the isolation of schooling from wider resettlement experiences; the lack of preparation for the school experience; the widespread ignorance, misinformation, lack of interest and, in some cases, blatant racism among mainstream teachers; the difficulties and frustrations experienced by those teachers who were dedicated to a spirit of multiculturalism and equality of opportunity. The problems require research and planning, changes in teacher education, a financial commitment from governments and recognition and use of the resources available in a creative and at present isolated minority of educators.

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NSW. CAREERS ADVISERS ASSOCIATION OF NSW 85/AB: 91

Annual Conference 1984. Conference Papers. Sydney, NSW: Career Advisers Association, 1984 [20p.]

The table of contents indicates the range of topics and perspectives covered in these papers:

- A Decade of Social and Economic Change - Ross Gittins (Economics Editor, Sydney Morning Herald)
- A Decade of Educational Change - R.E. Parry (Chairman, NSW Higher Education Board)
- Opening Address (Summary) - D. Swan (Director-General of Education)
- A Perspective of Employment Opportunities in the Manufacturing Sector - Brooks C. Wilson, (Managing Director, Koppers Australian Pty Ltd)
- The 1986 Higher School Certificate and University Entry - Brent Cornish (Inspector, NSW Department of Education)
- Women, Education and Training - Jennie George (Careers Adviser, Queanbeyan High School)
- Some Ideas on the Selection of Word Processing Operators - Robert Pryor (NSW Department of Industrial Relations)
- New Jobs in the Electronics Industry - Bob Hunter (Carlton and United Brewery, NSW)

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS (NSW OFFICE). MANPOWER ANALYSIS AND INFORMATION BRANCH. OCCUPATIONAL ANALYSIS SECTION

85/AB: 92

1985 School Leaver Report, NSW. Sydney, NSW: Manpower Analysis and Information Branch, DEIR, December 1984 [22p.]

This report is prepared each year using data from various education and labour market sources as well as a telephone survey of key employers, employer associations and unions. Section 1, Recruitment by Occupation provides a brief general review of recruitment of school leavers and goes on to discuss apprenticeship opportunities generally and in specific categories.

Section II covers Recruitment by Industry with a brief industry distribution review followed by discussion of relevant industries such as agriculture/mining, retail trade, banking, government. Section III discusses Aboriginal school leavers; Section IV deals with participation in post-secondary education, and Section V briefly reviews unemployment. An overview of the report is provided at the beginning, and two appendices provide statistical information on school leaver numbers and apprenticeships.

The analysis indicates a slowing of the rate of economic growth from late 1984 and a competitive labour market for school leavers. Youth unemployment is unlikely to fall further during 1985. Approximately 80,000 students are leaving school in NSW at the end of 1984. Of these, about 23,000 are expected to continue full-time education; 55,000 are expected to enter the labour force; 2,000-3,000 are not expected to seek employment. About two-thirds of those entering the labour force are expected to find full-time employment by May 1985.

During 1984, the average rate of unemployment for 15-19 year olds was 23-24 per cent, compared with 28 per cent in 1983. Some of the fall may have been due to increased school retention. Also in 1984, manufacturing performance was uneven with a rising number of factory retrenchments. The number of apprenticeship cancellations also remained high during 1984. Improvements in the economy will be necessary if opportunities for school leaver employment are to increase.

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McKINNON, Alison 85/AB: 93

One Foot on the Ladder. Origins and Outcomes of Girls' Secondary Schooling in South Australia. Brisbane, Queensland: University of Queensland Press, 1984 [209p.]

The Advanced School for Girls was established in Adelaide in 1879 as a fee-charging State high school to prepare girls for university entrance. This is a case study of the foundation of the school and the educational and occupational outcomes for some of its early students. The study sets out particularly to address the issues raised by the book between women's work and their education in the formative years of the State education systems.

The first two chapters of the book discuss the social and historical context within which the school was established, outlining the changing attitudes to women's work and education which grew out of the industrial revolution. The establishment of the school, described in Chapter 3, indicated a break from the earlier tradition that girls were instructed in 'accomplishments' (music, drawing, foreign languages). It was intended to provide education for middle class girls comparable with that available to boys. It was not to provide cheap education for the rich or to raise the aspirations of the poor above their station and role in the society.

Drawing on school registers covering the period 1894-1908 (when the school became Adelaide High School), Chapter 4 analyses the family and educational background of the students in this period, noting that most came from middle class families, but that the period saw an increasing number from working class backgrounds, mainly through bursaries. Chapter 5 traces the destinations of students from this period, finding that the main career avenue was teaching. Those who entered a professional career then faced the choice of marrying and giving up their careers or staying single and continuing.

The final Chapter 6 and the Afterword draw together the issues raised by the case study. It is argued that schools such as the Advanced School for Girls, established in a particular economic and ideological climate, inevitably reproduced many aspects of the society - while allowing some changes to be made. The school mediated between women's family role and work force role, ensuring that the latter would be an extension of the former. It can be argued overall that improved education opportunities for women in the social climate of the time contributed to further institutionalising women's roles and segregating occupations on the basis of gender.

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WHEATLEY, Alan (Co-ordinator) 85/AB: 940

Returning to Secondary Study. Project Report. Melbourne, Victoria: Victorian Institute of Secondary Education, August 1984 [mimeo: 56p.]

This is a further report on a project (previously described in Abstract 84/AB:2530) directed to gaining a fuller appreciation of the situation of students returning to secondary school and the institutional response to their needs. An earlier phase of the study identified a number of issues indicating difficulties and inadequacies in providing for such students. The second phase of the project set out to examine the difficulties faced by schools in attempting to integrate returnees into ordinary classes and to explore the nature of the learning experiences and environments appropriate to returning students.

Interviews were planned with staff, returning students and a sample of Year 12 students in six schools which had a higher percentage than usual of returning students. Interview guides were developed as questionnaires designed to elicit attitudes and views. This paper summarises the major themes which emerged from the interviews, categorising the information in terms of Teachers and Administration, Returners, Students Who Have Never Left School.

The study indicates that in all cases initial moves came from adults wanting to return to school and not from schools setting out to attract such students. The schools gain from returning students because of their high motivation and because they tend to enhance the reputation of the school in its relations with the community. On the other hand, the motivation, experience and self-discipline of adult students can make younger students feel inadequate. There are additional administrative tasks associated with returning students, but these are not seen by schools as generally too demanding after the enrolment and settling-in processes.

Returning students were those who, for a variety of reasons, had left school early and now wished to make up what they had missed. They are, on the whole, a vulnerable group, anxious for praise and sensitive to attitudes of welcome or discouragement. For most, the experience has been successful and satisfying despite some problems with time-tabling and fitting in with school regulations and routines. The schools now are seen as being different from those of their own school days: less formal and with closer relationships between students and teachers. Relationships with younger students varied, depending to some extent on the personalities of the returning students.

Responses from students who had not left school were generally thoughtful and sensitive, appreciating the difficulties of returning students. Other responses detailed some of the problems young students saw in relating to the adult students.

The final section of the paper considers some of the implications for schools which wish to encourage enrolment of returning students. Appendices provide more detailed background information about the study.

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COVENTRY, Garry, Greg CORNISH, Peter STICKER, Ron COOK and Anne-Marie O'BRIEN 85/AB: 95

Part-Time Work and Youth in Transition. Melbourne, Victoria: Research Section, Victorian Institute of Secondary Education, July 1984 [135p.]

Part-time work is of growing importance not only in terms of economic and labour market trends, but also in its relationship with education and training. It is of particular relevance in the lives of teenagers, both those at school and those in the labour force. This study examines the role of part-time work in the transition of young people from school to work, from youth to adulthood.

The study uses data obtained from a longitudinal panel study of Victorian secondary school students: 2,378 Year 9 students surveyed first in 1980 and again in 1981 and 1983 (83/AB:112). The 1983 survey identified a group of 338 young people in the panel aged about 17 who were engaged in part-time work. The data were sufficiently detailed to provide information on family socio-economic background, gender, family ethnicity, geographic location, type of school attended, occupational aspirations, parental educational expectations, educational attainment, employment status and characteristics of the part-time work undertaken. The data also allowed between-group comparisons of full-time workers, part-time workers and those of the panel not employed in 1983. The survey type information was complemented by interviews with a sample of 30 young people engaged in part-time work. Details of the study design and methodology are given in Chapter 3.

Chapter 2 is a literature review of both Australian and American research on youth and part-time work which underlines the importance of an investigation of part-time work in order to inform understanding of and policies on youth in transition.

Chapter 4 presents in detail the evidence from the longitudinal study covering in its six sections: the various labour market and educational activities of youth; key characteristics of part-time jobs held by panel members in 1983; the Year 9 family and educational background and characteristics of part-time workers compared with others in the panel; the relationships between background characteristics and the 1983 activities in terms of employment and educational status. In Section 4.5 a summary of data in the previous section is provided and Section 4.6 examines the combined effects of all background factors through a discriminant function analysis.

In December 1983, interviews were conducted with a sample of the young people who were engaged in part-time work to provide some information of a qualitative nature as a supplement to the quantitative evidence. The interviews and the responses are discussed in Chapter 5, covering the nature of part-time jobs undertaken; acquiring part-time work; part-time work and transition to adulthood. Chapter 6, Toward Re-thinking Part-Time Work, discusses the major findings and their implications, the need for more research, and the challenge presented by the findings for transition policies. A bibliography and the appendices provide more detailed background information about the study.

The focus of this study has been on whether part-time work is of value to young people in terms of their social, educational and

occupational career development, but in the course of the study a great deal of very detailed information about trends and characteristics of the part-time labour market has been collected and is presented in this report.

The study confirms the findings of other research that large numbers of young people are involved in part-time work, most of them being school students. Eighteen per cent of the panel were in part-time work, 77 per cent of them school students. Most (40 per cent of all part-time teenage workers) were employed in the food and drink industry and, of these, 43 per cent were students compared with 26 per cent who were not in education. Eighty-two per cent of student part-time workers worked 9 hours or less per week compared with 45 per cent of those not in education. The average wage for students was $31 per week; for non-students, $90 per week. The study confirms that most part-time jobs are in the secondary labour market and do not offer any technical skills which may be related to the educational or occupational development of young people.

The report points out that part-time work is not a homogeneous experience for young people, given differences in individual background, reasons for engaging in part-time work and the kinds of work available. It is significant that school students engaged in part-time work tended to be from 'high' socio-economic (SES) backgrounds. The indications are that young people from a 'low' SES background leave school early and enter full-time employment or become unemployed. Student part-time workers therefore are those with higher educational/occupational aspirations; that is, those 'connected' with the social and educational systems. The report indicates and discusses some differences in the experiences of male and female teenagers.

Part-time work is particularly suited to school students in its hours of work, providing a measure of economic independence and adult status together with some personal satisfaction and development. Given the high SES background and occupational aspirations of most of those students who undertake part-time work, the work itself is of little relevance in providing useful skills or bridging experience for higher status occupations. It is almost an 'aside' in terms of educational and occupational career development. Further research, however, is necessary if the picture is to be filled out by comparative study of those students who do not participate in part-time work. Research might also be directed to matters such as: the relationship between part-time work and long-term occupational career attainment; the differences among part-time jobs and their differential impact on young people; the reinforcement of labour market segmentation by youth part-time work. Finally, if work of some kind is to be incorporated as part of a coherent approach to a youth policy encompassing education, training and employment, there must be many reservations about accepting the role of part-time work as it is presently constituted and experienced.

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CORNISH, Greg and Garry COVENTRY 85/AB: 96

Part-Time Work and Victorian Teenagers. Research Paper No. 3. Melbourne, Victoria: Victorian Institute of Secondary Education (VISE), November 1984 [11p.]

A previous report, Part-Time Work and Youth in Transition (85/AB: 95), presented and discussed the findings on part-time work from a longitudinal study of Victorian teenagers (83/AB:112). This paper summarises some of the findings and discussion of the earlier more detailed report. Its three sections focus on the economic and educational context of teenage part-time work; the characteristics of teenage part-time workers and of part-time work; the need to re-think the contribution of part-time work to the transition of young people from school to work.

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MURPHY, Gregory C. 85/AB: 97

The Nature and Incidence of Part-time Work among Australian Secondary School Students. Melbourne, Victoria: Psychology Department, Phillip Institute of Technology, 1985 [7p.: mimeo]

Paralleling the decline in full-time employment for teenagers has been the dramatic rise in part-time work, most of it undertaken by full-time school students. This paper reviews the published Australian studies on the nature and incidence of part-time work by full-time secondary school students. Focusing on levels of participation in part-time work, hours worked, type of occupation, remuneration and student views on their work, the paper summarises the findings of studies by Douse (1975), Sweet (A18, 1981), O'Neil and Bosio (B101, 1982), Coventry et al. (85/AB: 95, 1984) and Murphy (1984).

The review establishes that part-time work by secondary school students is a significant phenomenon which raises important social questions of the effects in a number of areas, particularly on subsequent career choices and patterns.

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SLOAN, Judith and Mark WOODEN 85/AB: 98

Part-time Work, School Retention and Unionisation: Aspects of the Youth Labour Market. Working Paper Series No.72. Bedford Park, S.A.: National Institute of Labour Studies Inc., November 1984 [90p.]

This report, commissioned by the South Australian Department of Labour, looks at three aspects of the labour market for young people aged 15-24. The first section, concentrating on those who have left school and are working part-time, analyses patterns of employment. The second section deals with school retention rates and their connection with the labour market. Thirdly, the report considers the degree to which young people are unionised. The Introduction to the study makes the point that, though treated separately, these three aspects are related to a greater or lesser extent.

As background to discussion of part-time employment, Chapter II outlines developments between 1970 and 1983, showing that the two groups for which part-time employment growth has been strongest are teenage females and adult young males. For teenage males the rate is not much above that for all males. Most teenage jobs are held by full-time students, especially females. For those not in education, the rate of growth in part-time employment has been more balanced: 44 per cent for males, 38 per cent for females. A change in the pattern is apparent for 1982-83 when the part-time employment of teenagers not attending school rose markedly for both males and females while that of teenagers attending school declined.

Against this background, the chapter goes on to analyse patterns of part-time employment of young people not in education (particularly teenagers). For males and females, it looks at hours worked, location, types of jobs and the views of young people on their employment. The analysis shows that out-of-education young people are less likely to work part-time than are adults; females are more likely to work part-time than are males. For both sexes most part-time work is in the 25-34 hours per week range, compared with 1-14 hours for student part-time workers, but the hours vary with the occupations. Compared with those in full-time employment, young people in part-time work are over-represented in service, sport and recreation occupations and under-represented in clerical ones. The higher proportion of part-time employment of teenage females stems from their over-representation in sales-service occupations and the over-representation of teenage males in trades. Young people of both sexes, particularly those with few hours of work per week, are much more likely to want to work more hours than are adults.

Chapter III analyses school retention and the factors which may influence this such as the perceived longer-term employment/income value of schooling; labour market conditions; unemployment benefits; levels of family income and education; levels of public spending on education. Other factors include the availability of part-time work for students; numbers of apprenticeships; labour market programs; commitment to education. The chapter goes on to describe the approach used in analysis of the data on factors affecting school retention, pointing out also inadequacies in the data which make analysis difficult. Using the model outlined, the chapter considers secondary school enrolment rates disaggregated by sex and by single-year categories. With considerable

qualification, the report finds that the 'discouraged worker' effect is significant for females 15-16 years and males 15 years; that the state of the labour market is also important for males 16-17 years; that unemployment benefits are of little consequence in schooling decisions as are also manpower programs. However, the inability to test adequately all variables casts some doubt on the reliability of the findings.

The final Chapter IV sets out to consider the degree of unionisation among young people in terms of age, areas, sex and extent. Using Australian Bureau of Statistics unpublished cross-tabulations from the 1982 survey (Special Supplementary Survey 4), the study is able to analyse the unionisation of young people in some detail. It shows that, despite the high degree of unionisation in Australia generally, the overall proportion of employees belonging to trade unions fell slightly between 1976 and 1982, the fall being greatest among young people (4 per cent to 2 per cent). Teenagers are considerably less unionised than are young adults (31 per cent against 44 per cent against 55 per cent for those aged 25 and over). Ten per cent more teenage females than males are in unions. The chapter goes on to consider reasons for these patterns of unionisation such as sex, region, industry, hours worked and duration of employment.

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WATSON, Ian 85/AB: 99

Double Depression. Schooling, Unemployment and Family Life in the Eighties. Sydney, NSW: Allen and Unwin Australia, 1985 [161p.]

Double Depression is based on discussions with 70 young people carried out over the course of two years as part of research for an academic degree. The book arose out of the author's concern to make those conversations and the insights he gained from them accessible to a wider audience. A case study approach is used, each chapter focusing on one or two people, linking their ideas to their personal experiences and social situations. A deliberate effort is made throughout the book to illustrate how the thinking of most of the young people interviewed is influenced by the ideology of individualism - defined as an ideology which maintains that individuals are totally self-contained and owe nothing to their social or historical setting for the characteristics which they exhibit. The author's central argument is that it is crucial to understand why people think and act in the ways they do, by placing them always within their social and historical context. It is necessary to avoid focusing on individuals and their ideas and behaviours **per se**, but rather in the context of: the nature of social institutions like the family; the underlying features of the economic system; and the basis for power relations such as hierarchies.

The book is divided into three main sections: Responses to Youth Unemployment; The Peer Group and the Family; Class and Schooling. Each chapter includes excerpts from conversations recorded during the author's rsesearch, representing young people with contrasting opinions and outlooks, who came from a variety of life situations from school to unemployment, living in family environments, group houses or youth refuges. Their ages ranged from fourteen to eighteen, divided approximately equally into male and female. Some were the offspring of wealthy business managers; others were the sons and daughters of teachers, migrant labourers and factory workers.

While the nature of the information presented is anecdotal and conversational, the author has attempted to explore the functions of class and gender in determining young people's attitudes and views on their position within society, by drawing connections between their personal experiences and their expressed attitudes. Much emphasis is placed on how people **explain** their experiences of life and what mental frameworks and symbols present themselves to people as a means of understanding those experiences. The way in which the interviewees' explanations are analysed and the conclusions which are drawn may be a matter of contention amongst readers. However, the examples do highlight the effect that particular mental attitudes towards situations have on individuals' perceptions of their ability to control their lives.

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. AUSTRALIAN COUNCIL OF SOCIAL SERVICE (ACOSS)

What is ACOSS Doing? Annual Report 1983-84. Sydney, NSW: ACOSS, 1984 [28p.]

ACOSS works with welfare, self-help and community groups to eliminate poverty and exploitation and to create a more just and equitable society. Its special role is in providing a broad national overview of policy to achieve the shared goals, and this role has lead to its membership of the Economic Planning Advisory Council (EPAC) where it is the principal voice representing the disadvantaged, the exploited and the poor.

Membership of EPAC has imposed considerable strains on ACOSS and on its staff and resources. This report outlines some of the problems, reviews, developments during the year and sets out a coherent work program involving analysis (macro-economics and taxation and income security); services (public, welfare, health and human rights); empowerment (social development,community and international). Further sections describe what was done and what appeared successful in each area. The report also provides detailed information about finances and about ACOSS itself and its staff.

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. AUSTRALIAN INSTITUTE OF MULTICULTURAL AFFAIRS (AIMA)

Annual Report 1983-84. Melbourne, Victoria: AIMA, 1984 [52p.]

AIMA is an independent statutory authority established in 1979 to provide advice to government and research which will assist in: developing an awareness of the diverse cultures in Australia and appreciation of their contributions; promoting tolerance and understanding and an environment which allows opportunity for full participation of all members of different cultural groups. This report gives a brief overview of developments in the organisation and in the debate on multiculturalism and immigration, discussing its concepts of multiculturalism and the implications of this for immigration policy. A central commitment of multiculturalism is that no group should be disqualified merely by reason of race or country of origin. The report mentions its recent publications (see 84/AB: 102,103,142), outlines current research projects and activities and provides information on the Council, the Institute and the staff.

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. VICTORIA. BROTHERHOOD OF ST LAURENCE

Annual Report 1983-84. Fitzroy, Melbourne: Brotherhood of St Laurence, 1985 [17p.]

This report provides an overview of the work of the organisation in community services, supported projects, policy and research. It also explains how the funds are raised and spent. Among the projects described briefly are job creation, the Western Suburbs Right to Work Committee, the Footscray Home Care project.

SECTION 85/C

PROGRAMS

Reports, Reviews, Evaluations

85/C: 33 - 116

ELTIS, K.J., B.C. LOW, G.H. COONEY, S. BALL and K. LAWS 85/C: 33

Assessment Practices in Schools

INSTITUTIONS . Macquarie University (Eltis, Low, Cooney)
. Sydney University (Ball, Laws)
. Co-ordinator: K.J. Eltis, Director, Teacher Education Program, Macquarie University

TIME February 1985 - December 1986

PLACE Sydney, NSW

From 1986 students who present themselves for the Higher School Certificate will be awarded two marks: one for their examination performance and an assessment mark. This means that schools will no longer be required to provide estimates but rather **assessments which 'are intended to measure the student's total achievement in a course and include a measure of those course objectives which are not tested by the external examination'.**

This two-year study is to be carried out in eight secondary schools in the Sydney Metropolitan area. The major focus of the study will be to

students in 1985 and 1986. Based on the experiences in these schools, effective assessment practices will be identified which will form the basis of a report to be distributed to schools at the conclusion of the Project.

The objectives of the study are:

- to assess the effectiveness of guidelines provided to teachers to assist them in their assessment procedures
- to monitor how schools interpret the guidelines provided to assist them to arrive at student assessments in Years 11 and 12, 1985-86
- to identify the strengths and weaknesses of the procedures followed in various subject areas as teachers determine student assessments
- to offer inservice support, when necessary, designed to heighten understanding of assessment policies and practices and to strengthen the procedures being followed
- to gauge what effects, if any, assessment procedures and practices being followed in schools have on teacher-pupil and pupil-pupil relations in the classroom
- to compile a report or series of reports identifying effective practices for arriving at student assessments for dissemination to schools.

Before the end of 1984, contact should have been made with each of the target schools (probably 6 government, 1 Catholic and 1 independent) in order to:

- present the Project to them and invite their participation
- gather information about likely group sizes in Year 11, 1985, in order to assist decisions about which teachers and departments in which schools will be the focus of attention in Year 11, 1985

. collect data on how each of the schools currently prepares estimates for students sitting for the Higher School Certificate.

Early in 1985, schools will be visited, decisions finalised on those teachers to be involved in the various schools, and meetings held to discuss assessment guidelines and procedures to be followed. Throughout 1985 regular contact will be sustained with teachers involved in each school in order to build up a comprehensive case study of the assessment practices devised and used by teachers in the participating schools. Involvement with teachers in the various schools will continue until the Higher School Certificate, 1986. By the end of 1986 the project team will have identified successful practices to be incorporated in publications for schools. When it is felt advisable the project team will arrange, during 1985 and 1986, inservice courses for teachers to help them refine their assessment policies and practices.

The major outcome of the project will be enhanced understanding of effective procedures for arriving at student assessments in the senior high school years. By publishing the findings in a form which will be acceptable to teachers, the project team will be making a significant contribution to improving student assessment practices in schools.

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VICTORIAN INSTITUTE OF SECONDARY EDUCATION (VISE) 85/C: 34

Proposed Policy Changes for Year 12 Curriculum and Assessment. In VISE News, No.48, November 1984 [p.1-4]

The September 1984 issue of VISE News included an outline of VISE Council's views on community responses to an earlier discussion paper, Towards a Revised Policy on Curriculum and Assessment in the Victorian Year 12 HSC Assessment Program (84/AB:241-243). VISE is currently engaging in a wide range of discussions on the issues involved. This article sets out the assumptions on which the proposed policies are based, together with definitions of terms and some comment.

The eight assumptions listed indicate the need for a complementary balance of roles and responsibilities between schools and VISE (as the central authority) in developing and implementing curriculum and assessment policies. Titling or grouping of courses should not disadvantage particular groups of students. Special importance should be placed on English. Policies should stimulate more integration among courses, and should be responsive to the need to reshape and ensure the relevance of post-compulsory schooling experiences for a diversity of young people in a changing industrial context. The certificate provided should be realistically informative, clearly expressed and appropriate to the diversity of student purposes and attainments.

The article goes on to summarise the proposed policy developments in a series of seven statements, amplifying with definitions and comment.

The statements deal with: the Year 12 course of study; accreditation; assessment procedures; external moderation; reporting and certification of moderated assessments; English as a compulsory subject; timing of implementation of the new policy. The VISE Council expects to consider the outcomes of its discussions in March 1985 and then to formulate its policies for Ministerial approval.

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NSW. THE EMPLOYERS' FEDERATION OF NSW 85/C: 35

The School Certificate. In The Employers' Review, Vol.56, No.8, September 1984 [p.8-9]

This article is based on a booklet produced by the Secondary Schools Board designed to improve student, parent and employer understanding of the School Certificate in NSW. It sets out clearly what the School Certificate is, what it looks like and what it covers and signifies.

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AUSTRALIAN COLLEGE OF EDUCATION 85/C: 36

Unicorn. Bulletin of the Australian College of Education, Vol.10, No.4, November 1984 [94p.]

The theme of this issue of Unicorn is accreditation and evaluation in Australian schools. The six main articles explore the concepts of student assessment and school and teacher evaluation and discuss the complex issues raised by these.

R.A. Docking (Education, Murdoch University, W.A.) examines the question of writing school reports, arguing that if these are to be useful in helping the student to develop and improve, they should be based on the parent. The widely accepted and used alternative of norm-referenced measurement is inconsistent with most of the fundamental aims of education in the development of the student. The article goes on to identify twelve significant deficiencies of norm-referenced measurement and reporting, and then to argue the merits of criterion-referenced measurement. Finally, the implications of the criterion-referenced approach for the writing of reports directed to students are discussed.

The article by K.R. Smith (Educational Administration, Armidale CAE, NSW) deals with self-evaluation procedures for schools. Self-evaluation is described as a co-operative and continuing process to assess how effective a school is in meeting its stated aims. The article outlines American, British and Australian developments in recent years and then goes on to discuss the advantages and possible disadvantages of instituting formalised processes of school self-evaluation and the steps that must be taken to make these effective and appropriate in Australian circumstances.

G.A.M. Cochaud (Consultant, Sandhurst Education Services) looks at tertiary entrance examinations. The article analyses criticisms that have been made of such examinations; in particular, that they do not accurately predict student performance or assess student knowledge of any particular subject; that they do not accurately grade students; that, by failing a fixed proportion of students, they contribute to lower academic standards; that comparing students with their peers is an unnecessary exercise. Finding justification in most of these criticisms, the article goes on to propose and discuss the alternative of criterion-based assessment. In this method tertiary institutions would indicate for each course the priority and minimum number of mastered units for each subject acceptable for entrance. Teachers, students and parents would then be able to monitor a student's rate of progress towards the entrance standards required for any particular course.

Other articles in the issue discuss Ability Testing in Australian Schools (arguing for the use of non-verbal tests as well as Mathematics/English loaded ability tests for under-achieving children); Evaluating Pre-Service Primary Teacher Education Programs (a curriculum evaluation model); Student Assessment of Lecturer Performance (advantages and disadvantages). J. Pitman, in a further article, lists some readings in Accreditation and Evaluation in Australian schools.

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READ, Michael* 85/C: 37

Spell Them Out: The objectivity of descriptive assessment. In The Australian Teacher, No.9, August 1984 [p.8-11]

This article argues that the grading of students - whether by percentage marks, letters or phrases such as 'above average' - is illogical, unjust and without basis in the objectivity claimed for it. This applies to the day-to-day marking of student work, but even more so when the grading attempts to summarise the whole or large parts of a student's worth for the benefit of parents or employers. Authentic objectivity can be achieved only through a system of descriptive written assessment.

Among the objections to gradings are: that the same grading can cover different kinds of performances; that gradings provide the student with no feedback for improvement; that they convey no explicit information about what the student can or cannot do; that they blur distinctions between students reducing them to categories.

The myth of objectivity which clings to gradings arises from the fact that numbers, letters and classifications appear precise and factual. Yet grades originate in and depend for their validity on the individual opinion - subjectivity - of the assessor. The apparent decisiveness of the grading covers the complexity, tentativeness and personal judgements inherent in the process of awarding a mark. Objectivity has been confused with mere quantification and categorisation; subjectivity has been mistakenly equated with unreliability and lack of rigour.

It needs to be recognised that what is dismissed as 'subjectivity' encompasses, in fact, hard won professional knowledge and judgement. These are obscured and distorted by grading, moderating and standardising practices which result in a final mark or categorisation bearing little relation to the student's real work or attainments. Instead of hiding their expertise, teachers need to put it on show; to use their professional judgement in a descriptive report which is meaningful and truly objective.

Writing descriptive reports is not easy, but it has benefits for teachers as well as for students, in that it compels teachers to make criteria for assessment explicit; to be more vigilant in collecting and recording data; to be more aware of students as individuals; to be more rigorous in accounting for student growth - in short, to be better organised and more aware as teachers.

An appendix to the article sets out and discusses eleven ways to make reports objective. These are: describe what the student has done; describe what the student can do; indicate the criteria on which the student is being assessed; make comments specific and neutral, not general and partial; distinguish between students and their work; relate comments on students' personal qualities to the subject aims; distinguish between ability and competence; acknowledge all growth made; avoid pseudo-adjectives; focus on the known avoiding speculation; write the assessment with the data ready at hand.

* Hawthorn Institute of Education, Victoria.

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AUSTRALIA. COMMONWEALTH SCHOOLS COMMISSION 85/C: 38

Detailed Guidelines for the Participation and Equity Program in 1985. Canberra: Commonwealth Schools Commission, February 1985 [25p.]

The Participation and Equity Program (PEP) was established in 1984 and has been funded for the triennium 1984-86, providing funds to both the schools and the technical and further education sectors of education. This publication contains the administrative and policy material necessary for implementing the program during 1985. In addition to the guidelines relating to the implementation of PEP in schools, building on developments during 1984, the publication also includes details of several new aspects of PEP for 1985. Firstly, because of the unique and pressing needs of Aboriginal students, $1.159m. has been earmarked for an Aboriginal education element. (This does not preclude projects which benefit Aboriginal students being funded from other elements of the program.) Secondly, non-targeted schools may receive funding, under conditions set out in these detailed guidelines. The Commission has suggested, as well, that more attention be given to community-based initiatives.

While not set out in separate chapters, the guidelines are divided into general categories: Administration; Non-government Schools; Joint School/TAFE Activities; Community-based Activities; Co-ordination and Development of the Program; National Level Funding; Public Support for Program; PEP's Relationship to other Commission Programs; Proposed Areas for Action; Aboriginal Education Element of Program; Accountability.

The Introduction to the Guidelines describes the objects of PEP and its role in providing assistance for the development and implementation of initiatives which will lead to whole school change. While the Commission believes a major proportion of funds should be directed to schools targeted on the basis of priority need, it recognises that general issues in secondary education affecting all students should be taken up as soon as possible to provide benefit across the board. It is for this reason that additional non-targeted schools and groups of schools will be eligible for program funds. Given the nature of the program, the Commission accepts the need for a continuing emphasis on planning and development during 1985.

The 1985 allocations for PEP in government and non-government schools are listed by States and Territories with separate allocations for national level funding and Aboriginal student programs. In 1985 the first stage in the devolution of responsibility for detailed project and program approval to State and non-government authorities will be introduced. Details of administrative controls and structures are outlined in the section on Administration, covering aspects such as PEP committees, school based activities, targeting, cluster-based activities and the involvement of non-target schools.

The Guidelines stress the need to strengthen co-operation and links within and between schools, TAFE colleges and also the wider community. Similarly the Commission is hopeful that community-based activities will be supported at a higher level than was generally the case in 1984. The Guidelines include a set of community-based activities considered appropriate for funding. Details of activities and resources to further the aims of PEP by seeking public support for its objectives are included and it is proposed that a proportion of funds allocated to States and

Territories should be set aside for this purpose. The issue of co-ordination and rationalisation of Commission specific purpose program funding at State, regional and local levels is to be addressed in the forthcoming report of the Commission's Specific Purpose Program Review. Major areas for action under PEP which have been identified by the Commission include a new area for 1985, Education and the Arts.

The special allocation for initiatives within PEP relating specifically to Aboriginal education is treated in some depth in the concluding sections of the Guidelines. Amongst the priorities identified by State and national Aboriginal educators are: community/school development initiatives; curriculum and cultural development projects; professional development of teachers; student support and programs for isolated Aboriginal children; primary/secondary/TAFE linkages.

On accountability, changes to the accountability arrangements for PEP activities in 1986 are anticipated as a result of the changed administrative arrangements occurring through devolution of responsibility for programs and projects to States and non-government authorities.

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McMULLEN, Tim 85/C: 39

Some Possible School Development Models for the Participation and Equity Program. In Prospects, Term One 1985 (Journal of the NSW Careers Advisers' Association, G.P.O. Box 1266, Sydney 2000) [p.21-26]

While the guidelines of the Participation and Equity Program (PEP) contain clearly expressed objectives together with definite main areas of concern and areas for action, they do not suggest actual models of school development to achieve the proposed educational goals and desired outcomes for students. The aim of this paper is to examine some models of school development presently operating in Catholic secondary schools in Sydney. The intention is not to evaluate them in their own terms or with reference to the PEP guidelines but simply to outline the main features of each of these models which have developed independently of one another. The four models of school and curriculum development covered in the article are: the Transition Education Model, the Problem-Solving Model, the Curriculum Aims Model and the Flexible Structures Model. Names of schools which have followed each model are listed.

The Transition Education model grew out of broad interpretation of the Transition Education philosophy in which schools receiving transition grants were encouraged to review their whole curriculum, policies and organisation in terms of the post-school needs of all their students, as perceived by the school's community. The Transition Education model as it developed usually incorporated a number of common features. The first of these was the collection of data from parents, students and employers on a range of issues, requirements and needs as perceived by each of those groups. A follow-up staff in-service day or meetings examined and analysed the results of this data collection, leading to the development of Staff Committees to plan actions in response to significant findings.

Usually action included review and revision of existing courses, pastoral care policies within the school, community involvement, and current organisational structures of the school. Resource requirements which were identified included: regular meetings of the Steering Committee; part-time release of a staff member to co-ordinate the writing of new courses; whole staff Inservice Days to construct the survey, and later, to review its findings; time release for staff committees.

The Problem-Solving Model focuses on one area of weakness or problem identified in the school by the whole staff after a thorough evaluation of the strengths and weaknesses of their school. Unlike the other models, this approach may lead to consideration of a problem that is not directly related to the curriculum. The process begins with the identification of the observable symptoms of the problem, the deduction of causes and the generation of a range of possible solutions. A committee is then set up to combine these solutions into an action plan and implement them. Suggested resource requirements for this model include: two introductory staff sessions for identification of the problem; one whole staff inservice day for analysis of the chosen problem and possible solutions; time release for staff committee; constant process consultancy support to the staff committee (as, for example, provided by the Catholic Education Office-sponsored Process Consultancy Course).

The basis of the Curriculum Aims Model is the development and use of an Aims Statement as a working document for the whole school staff. All school activities, not just the formal curriculum, are then based on this Aims Statement. The first stage is for staff to develop or review the school's own Aims Statement incorporating aims in terms of knowledge, skills and attitudes. The document is then circulated to all representative groups of the school community for comment and endorsement. This is followed by a survey on the degree of achievement of these aims and their relative importance. From this point two approaches can be followed: an adaptation of the Problem Solving Model, considering the strengths and weaknesses of the curriculum, or the use of the Barriers Analysis method which is a process for overcoming barriers to the implementation of school-based curriculum development. Resource Requirements are similar to those for the above models but include two whole staff inservice days for appropriate sessions of the Curriculum Development Stage 1 course, to learn the Barriers Analysis method.

The Flexible Structures Model has fewer of the features of a 'model' than the others. It is more a 'process' based on the premise that the traditional school structure can and must change to allow students to be able to choose courses which are appropriate for them. Starting from an analysis of problems in the school, the staff develop a set of Educational Guidelines based on their ideas about how students learn. The structural implications of identified needs are considered. Flexibility is provided by standardising courses over Years 8-10 to one term's length and writing new courses to accommodate more effectively the changing needs and interests of students. School structures too need to be adaptable and constantly changing as new problems are noted and the Educational Guidelines and their implications are reviewed. Thus ways of grouping students, methods of assessment and approaches to credentialling should not be static but open to change over time. The distinctive qualities of this model derive from a central assumption that the traditional structures of secondary school can be radically changed and that such changes, in conjunction with Educational Guidelines clearly formulated and agreed upon by the staff, can more effectively meet the needs and interests of individual students.

DENNE, Julene 85/C: 40

The Needs Survey Resource Kit. Leichhardt, NSW: Catholic Education Office (P.O. Box 217, Leichhardt 2040), 1984(?) [A collection of 13 papers]

For some years now schooling has been encouraged towards self-evaluation and qualitative change in the direction of community participation, more democratic procedures and decision-making, more relevant curricula and more diversity and equality of educational opportunity. The Participation and Equity Program (PEP) stresses these changes as central to improving participation in education and equalising opportunity. This Kit has been designed as an aid for schools wanting to survey their communities as an information base and starting point for change. Incorporating the survey experiences of nine different Catholic secondary schools, the Kit sets out to clear a practical path through the process of surveying, in a form which can be applied through the democratic involvement of teachers, parents and students.

The Kit comprises 13 papers in a folder. Section A introduces the Kit, explaining its aims and underlying principles. Section B deals with a suggested process for a school needs survey. Sections 1-11, which follow, cover resources for consciousness-raising and developing enthusiasm for a needs survey; deciding on aims for a needs survey project; forming and working as a needs survey committee; collecting existing information into a school profile; deciding what groups to question and what the school needs to know; surveying parents whose first language is not English; resources for making decisions about sampling and survey tools; planning for administering the survey; constructing the information gathering tool; planning how to collate responses; interpreting and acting on survey results.

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VICTORIA. STATE BOARD OF EDUCATION 85/C: 41

Program Budgeting. A participative planning system for education. Melbourne, Victoria: State Board of Education, 1984(?) [6p. - leaflet]

Program budgeting is a technique for organising expenditure in terms of purposes, priorities and their products rather than by a mere division of resources. This leaflet has been produced to explain the advantages of program budgeting to school councils. It briefly outlines how program budgeting works and gives some samples of line budgeting and program budgeting for comparison.

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BARRETT, Christopher 85/C: 42

One School's Approach to Funded Curriculum Review. The Curriculum Development Process at Mater Maria College, Warriewood. In Participation and Equity Program News, Vol.2, No.1. Leichhardt, NSW: Non-Government Participation and Equity Program (Sydney), February 1985 [p.3-8]

This article describes the approach taken by the Mater Maria College, Warriewood, north of Sydney, to the question of curriculum review under PEP funding. It provides a detailed account of the process used by the school to make the review and covers problems encountered and a section on Advice and Recommendations.

The first part of the review process consisted of the establishment of a data base by means of a student survey (Years 9 and 12) and a staff survey and questionnaire on the perceived strengths and weaknesses of the current curriculum. This was followed by two Staff Development Days, at which the staff identified areas for immediate action and subsequently reported back on progress in these areas. A full staff meeting was then held to deal with the Aims and Objectives of the school.

Amongst the outcomes of the review are: fifteen new alternative senior courses; units on Personal Development; an Aims statement for the school; a new policy statement on discipline, prepared after consultations with students, parent groups and staff; a Career Education program from Years 7 to 12 and a set of strategies for Senior Leadership training to begin in 1985.

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VICTORIA. PARTICIPATION AND EQUITY PROGRAMS (PEP). TRANSITION EDUCATION 85/C: 43

Transcript. Recording the ideas and work of teachers, parents and students in the TEAC State-Level Program, 1984 Issue 2, October 1984 [16p.]

This newspaper contains descriptions of school programs and other articles of interest to those involved in PEP at the school level. Among the articles is one giving a student's perspective on the Youth Action Program at Pembroke High School (see 85/C:57): I Heard it Through the Grapevine - Students Making Decisions in the Youth Action Program at Pembroke High School.

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NSW. NON-GOVERNMENT PARTICIPATION AND EQUITY PROGRAM (SYDNEY) 85/C: 44

N.S.W. Joint Non-Government PEP Conference Report. Blackheath, 16-19 September 1984. Leichhardt, NSW: Non-Government Participation and Equity Program (Sydney), (P.O. Box 217, Leichhardt 2040), 1984 [92p.]

A NSW Joint Non-Government PEP Conference was held from 16-19 September 1984. The conference aim was to increase the knowledge of the N.S.W. PEP Committee personnel about targeted schools. It was also intended to give school personnel the opportunity to share experiences and allow program advisers to acquaint themselves with developments in schools other than those they serve directly. The Conference program was determined on the basis of feedback from all persons invited to the Conference and also related to the Schools Commission priority areas, including curriculum, teacher/parent interaction, teacher renewal and support, schools structure and organisation, links with TAFE, and groups with special needs.

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AUSTRALIA. DEPARTMENT OF EDUCATION 85/C: 45

National Conference on the Participation and Equity Program. Conference Proceedings. Canberra: Commonwealth Department of Education, December 1984 [169p.]

The proceedings of the National PEP Conference (Canberra 2-5 September 1984) contains copies of all major papers presented at the Conference and the formal output of conference discussion groups.

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WESTERN AUSTRALIA. DEPARTMENT OF EDUCATION. PARTICIPATION AND EQUITY PROGRAM 85/C: 46

PEP Talk. Perth, W.A.: TAFE PEP Resources Unit, Department of Education, March 1985 [53p.]

PEP Talk is a newsletter-type publication produced by the W.A. TAFE PEP Resources Unit as a forum for discussion of issues relevant to the Participation and Equity Program. It is planned that PEP Talk will include reports on special projects, bibliographies on Youth Policy and various areas of educational interest, and news briefs concerning education issues in Western Australia and elsewhere.

NSW. NON-GOVERNMENT PARTICIPATION AND EQUITY PROGRAM (SYDNEY)* 85/C: 47

Participation and Equity Program News. Vol.2, No.2, March 1985

The Participation and Equity Program (PEP) requires the close collaboration and informed support of whole school communities and encourages close interaction between teachers, students and parents. This issue of the magazine focuses on school community involvement. It contains articles with ideas for generating parental participation in education through information sharing, consultation/involvement, negotiation and participation.

* Catholic Education Office (38-40 Renwick Street, Leichhardt, NSW)

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RICHETTI, Arturo 85/C: 48

Participants in the Victorian TAFE Transition Program: October 1983 Census and November Program Workers Survey. West Melbourne, Victoria: Participation and Equity Program Committee, 1984 [22p.]

This report is based on two 1983 surveys: the first in October of participants in TAFE Transition Programs; the second in November of program co-ordinators. The information collected in the report covers main characteristics and background of participants as well as details of program operation. Major findings are listed at the beginning of the report and each area is discussed in subsequent sections.

The report shows that 53 per cent of the 1,730 participants in at least 86 TAFE Transition projects in the second half of 1983 completed the course. Overall, percentages of male and female participants were roughly even, but there was imbalance within particular programs and courses. Sixty-five per cent were early school leavers and the main reasons for having left school were finding employment or hating/being bored with school. Respondents on average spent 13.8 months unemployed before joining the programs, and 84 per cent of them had been receiving unemployment benefits. The report also provides information on family background, accommodation and reasons for joining the programs.

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POWER, Colin and Ros HARMAN 85/C: 49

Standing Out from the Crowd. In Education News, Vol.18, No.11, August 1984 [p.10-13]

Early adolescence is a period of transition between childhood dependence and adult autonomy in decision-making. It is a time of rapid development during which the young person must adapt to the difficulties and opportunities related to changes in physical characteristics and in relations with adults and the peer group. While adolescents will be expected increasingly to remain at school, the appropriateness of the present structure, curricula and examinations of post-compulsory education has been called into question by a range of committees and educational authorities. This article contends that it is unrealistic to assume that raising the retention rates of disadvantaged schools by reforming Year 11 and 12 curricula will significantly affect present outcomes, because critical decisions which culminate ultimately in dropping out are made well before then.

There are a number of important decisions made during early adolescence which have a strong bearing on the direction of young people's lives, such as career choice, subject choice, choice of friends, decisions about leisure activities, and relationships with adults, authorities and peers. Despite the significance of decisions adolescents are required to make, many adults assume that young people are not capable of making decisions and so make decisions for them, allowing adolescents too few opportunities to gain experience in decision-making. In turn, this lack of experience leads to low confidence, unsatisfactory decision-making patterns and unintended and often undesirable consequences. Students identify their powerlessness to influence decisions affecting them and the failure of the school structure to allow the development of themselves as decision-makers as one of the major gaps between the stated intentions of schooling and its achievements.

Although the literature on youth psychology and sociology suggests that young adolescents are both cognitively ready and motivated to learn decision-making skills, very few specific training programs in decision-making and problem-solving skills have been implemented in Australia. This article describes a program, known as GOFER (84/C:80), which aims to improve decision-making skills in secondary students. GOFER is a structured, comprehensive course in decision-making which draws on two research programs at Flinders University: empirical and applied studies in decision-making (Prof. Leon Mann), and studies of adolescent values, attitudes, behaviours and development (Prof. Norman Feather and Prof. Colin Power). The program promotes a set of essential criteria for sound decision-making: assessing values and objectives; canvassing a range of alternatives which will fulfil those objectives; conducting a thorough information search; considering information without bias; assimilating new information; re-examining all information; and making commitment to a planned course of action.

The article describes the course and gives examples of school experience with experimental modules, together with some feedback from teachers and students, indicating the enthusiasm with which the concepts of the course have been accepted.

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FIRTH, Lucy and David GOLDSWORTHY 85/C: 50

Preparation for Self Employment. Perth, W.A.: Technical and Further Education, Participation and Equity Program, W.A. Department of Education, June 1984 [110p.]

Subtitled 'What can the education system do to help young people create their own jobs'?, this research report considers the possibility that young people may be able to create their own forms of employment, and looks at what could be done to improve their preparation for engaging in this option.

While the suggestion that individuals should strive to create their own employment may appear to be an eminently practical response to the lack of job opportunities, there are many important issues to be addressed such as what the problems are that confront people when they attempt to enter this sector of the economy and what information and practical assistance could be given them to increase their involvement and success rate in this area. In Western Australia, there have been increasing signs of interest in the self-employment option for young people. Schools and CYSS projects have established small business enterprises; community groups such as the Co-operative Employment Development Agency have been formed to promote co-operative enterprises; the State Government has expressed a commitment to providing assistance, through grants, loans, training and guidance, to young people attempting to establish viable co-operative business ventures.

This research report documents the experience of several people who have successfully developed small businesses and of some who are still trying to become established. In addition, it describes the outcomes of a number of interviews held with a small group of high school students, TAFE students and CYSS participants to gauge their awareness of the possibility of self-employment. The implications for education are discussed with a view to creating a situation where teachers and lecturers can better inform young people of the advantages and disadvantages of trying to create one's own employment.

The report concludes that the main value of this research project lies in the results of a close study of the individual case studies. Through these, educationists and others working with youth may gain greater awareness of the complex web of experience, values and perceptions of a small group of people involved in establishing their own small, often labour intensive, businesses. The case studies of entrepreneurs showed that those involved in creating their own employment found it stimulating and exciting. While they did encounter many barriers there were also many unanticipated supports emanating from family groups, trade contacts, friends, government departments and even competitors. On a personal level, most found it psychologically and emotionally important to be active in attempting their own employment rather than remain passively on unemployment benefits. Many reported increased self-esteem and general happiness.

The unemployed youth interviewed, however, appeared to have different perceptions of the possibilities of independent employment. These included: a view of themselves as indefinitely barred from any kind of employment; a general naivety about many aspects of self-employment and a lack of understanding of the system and infrastructure within which business operates.

The school students interviewed varied greatly in terms of their understanding of independent employment. Generally they require more information on the social infrastructure facing them upon leaving formal education. The path to independent employment seemed to many to be difficult but not more so than that leading to dependent employment. The fact that they all expressed their ambitions in terms of dependent employment suggests that they have not been stimulated, within the curriculum or through careers advice, to alter their horizons, despite the diminishing prospects of dependent employment for new school leavers. Three major educational recommendations are made: the education system should devote more attention to helping students consider the option of independent employment; the education system should help establish community support systems for fledgling entrepreneurs; post-secondary vocational courses need to be carefully and regularly evaluated, to ensure that courses which produce a high proportion of graduates who go into business for themselves provide adequate preparation for this aspect of their subsequent careers. It is recommended also that local government authorities should investigate the possibility of establishing tool libraries from which would-be entrepreneurs could borrow equipment. A general recommendation is for governments to seriously consider the appropriate income-support mechanism to be used while people are in the process of establishing their economic independence. Overall, the report concludes that considerably more needs to be done to broaden young people's concepts of employment and give students the opportunity to rationally consider creating their own jobs as a real option within the range of vocational choices open to them.

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BALLENDEN, Clarice, Maryellen DAVIDSON and Fran NEWELL 85/C: 51

Better Chances for Girls. A handbook of equal opportunity strategies for use in schools. Melbourne, Victoria: Victorian Institute of Secondary Education (VISE), 1984 [79p.]

In the last decade or so, concern has been growing about discriminatory practices in schooling based on sex-stereotyping of students. This handbook has been prepared to help teachers who want to address the issues of sex-stereotyping in schooling and who yet find difficulty in knowing where to begin. The impetus for the handbook came from the work of the VISE Task Force on Transition Education and Equal Opportunity; the material on which the book is based came from teachers, parents, students and equal opportunity workers. The handbook has been designed as a practical guide for teachers, parents and school communities. It can be used in different ways: to present an overall picture; to provide ideas and material for teachers; to inform parents and school councillors about the issues involved.

The first chapter, Something for Everyone, exposes some of the issues of concern in the hidden curriculum, covering aspects such as school policy and practice, classroom dynamics, content of curriculum, sexual harassment, self-esteem, single sex classes, working with boys. Chapter 2 is concerned with the building up of support networks, including equal

opportunity committees within the school and associated community networks as well as in-service programs. The subsequent Chapters 3-9 deal each with a different aspect of the problem: humanities/creative arts; girls, maths and science; girls and trade classes; girls and computers; girls and sport; parent participation and equal opportunity; girls and primary schools.

Each chapter in the handbook analyses the components of the particular issue, suggests practical ways of changing approaches and concludes with a list of useful resources: audio-visual, people and print. A list of general resources at the end of the book precedes four appendices. Appendix 1 is a checklist of school practice; Appendix 2 is a breakdown of the Victorian teaching service by sex; Appendix 3 reproduces an article from AdVISE (No.43, October 1983) on How Equal are our Women Teachers?; Appendix 4 provides a model for a Trade Day, concentrating on career opportunities for girls, especially in apprenticeships and technical careers.

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DUNN, Joan and Lyn HOLIHAN 85/C: 52

All Girls' Maths Class - Hawker College. A Research Update on Evaluation and Research News. Canberra, ACT: ACT Schools Authority, 1984 [1p.]

This ACT Schools Authority information sheet describes the establishment of an all girls' maths class at Hawker College, a secondary college in the ACT, catering for Years 11 and 12.

Research suggests that the process of gender socialisation in the family and at school contributes to reduced levels of female participation in technology based careers. Similarly, the rate of failure in maths experienced by girls leads to negative attitudes towards the subject which further limit interest in and choice of careers requiring a maths background at school. Many of the girls enrolled in the new all-girls' class claimed to have entered the class with negative attitudes towards maths, citing as reasons: the content-dominated curriculum; the fast pace of the lessons and rapid-fire, impatient teaching strategies; poor relationships between the textbooks used and the course and the way in which it is taught; the perceived irrelevance of the subject; assessment procedures which were seen as limiting student response to the course.

A formative evaluation of the class during its first semester demonstrated a number of advantages identified by both students and teachers. Students felt that an increase in class contact between students and teachers had been a positive development which made students more comfortable about asking questions and seeking help. This in turn had resulted in increased self-esteem and for some an improved attitude towards the subject and their own ability. Teachers reported that the small class size, together with the fact that the girls choose to be there, offers scope for a totally different teaching experience and allows for the use of teaching strategies which increase participation and classroom interaction.

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CAMPBELL, Elizabeth 85/C: 53

The Peer Support Program. A personal development course for secondary schools. Manly, NSW: The Peer Support Foundation Limited (3/11 Addison Street, Manly 2095), 1982 [23p.]

This program uses student resources to improve the quality of life within the school. It is based on a recognition that, at any age, people absorb ideas and values from each other. Peer support and positive peer influence come from training volunteer senior students to act as group leaders to small numbers of Year 7 students. It thus involves senior students as active participants in the teaching process and enables them to develop communication and leadership skills and a greater awareness of their own abilities. For the Year 7 students, the small groups led by senior students provide security and friendship which help them to adapt to high school life.

This publication outlines methods of organising a peer support program in a school and then sketches out resource materials for eleven group sessions.

The program was instituted in 1982 at North Sydney Girls High School (85/C: 54) and has since then been in operation in other Sydney schools. The Peer Support Foundation Limited is a non-profit organisation which encourages the use and development of the program and provides trained counsellors to advise and assist.

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FOSTER, A.A. 85/C: 54

Peer Support Program for Secondary Schools at North Sydney Girls High School during Term 1, 1982. Evaluation Report. Sydney, NSW: School of Behavioural Sciences, Kuring-gai CAE: July 1982 (reprinted and updated 1984) [64p.]

This is a detailed evaluation of the Peer Support Program in operation at North Sydney Girls High School in 1982. The evaluation provides background information on the origins, aims and characteristics of the program and on the students and staff involved. The evaluation study is described and the findings detailed along with some recommendations for improvement.

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WILSON, Bruce and Johanna WYN 85/C: 55

Youth Action Teams and the Multipurpose Use of Railway Stations - An Overview. A Report prepared for the Ministry of Transport under the auspices of the Urban Education Studies Group at Melbourne College of Advanced Education. Melbourne, Victoria: Melbourne College of Advanced Education, November 1984 [40p.]

In 1983, the Ministry of Transport agreed to fund an innovative project in which young people, both at school and unemployed, would form a number of action teams to collect information on community views and needs and make recommendations on how suburban railway stations in Melbourne could be developed as multipurpose facilities helping to meet community needs. Young people were chosen for three main reasons: they constitute major users of railway services and are best placed to know what changes or new services would be most appreciated by other young people; as researchers, they are more likely to be able to communicate with other young people and other members of the community; it was hoped that young people would come up with proposals which would lead to more positive attitudes towards the rail system within the community and reduce the incidence of vandalism. This report, prepared by staff at the Melbourne College of Advanced Education, gives an account of how the project has been conducted and provides an overview of the outcomes. Fuller details of projects are provided in ten written reports and four videos produced by the action teams.

A great deal of information was gathered through the community studies which involved interviewing over a thousand people in total. Five common issues emerged: vandalism and security/safety on railway stations and trains; the needs of non-English speaking rail users; community needs and station development; efficiency of rail services; the new Met. system.

The report reviews the project's outcomes under three headings: for the participants, for curriculum development and for planning for public transport. The results of an evaluation workshop for the school-based action team indicated a strong emphasis on the value of learning new skills and helping to improve the public transport system. Also apparent was the value participants saw in the opportunity to work with people from other schools and with unemployed youth, and to interact with the local community and prepare formal reports. Students placed a fairly low priority on being paid for their involvement. This sort of project demonstrates the potential of community action schemes as examples of alternative curriculum practice. Each action team report included sections on procedures and methods adopted, to provide a useful model for other schools, community groups and funding agencies. The school participants supported the extension of this approach in other schools as it offers benefits to both students and the public.

Outcomes in relation to planning for public transport included a number of specific recommendations which were endorsed by all participants at the final assessment workshop. The recommendations were that: passenger security should be improved through such resources as better lighting and more station and train staff; facilities should be altered to ensure adequate access for disabled people; timetables should be clearly displayed and accessible to all rail travellers and should be available in English and the appropriate community languages; staff morale should be improved and staff encouraged to be more friendly and helpful to the public; traveller facilities should be improved, providing more entertain-

ment/eating facilities and separate non-smoking and smoking waiting rooms; more staff should be employed to improve the regularity and reliability of train services.

The report concludes with a review of the possibilities and problems of youth action teams, highlighting the benefits of this type of activity for young people's personal development, and as a means of providing a new perspective on issues for public authorities to consider in making decisions which affect communities. A number of recommendations are given concerning the implementation of future youth action projects, based on avoiding some of the difficulties encountered in co-ordinating and managing the railway station project.

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MAST, Richard* 85/C: 56

Homework - the Assumed Privilege. In The Australian Teacher, No.9, August 1984 [p.14-15]

This article questions the value of and justification for the traditional school approach to the setting of homework. Homework impinges on a student's rights and time, and reduces the time available for learning out of school. It is unlikely that schools will cease to set homework for their students, but the article argues for a different homework policy which recognises and encourages much of the learning which takes place outside the school.

New possibilities arise if homework is defined as a description of learning which occurs outside of school hours and contributes to the growth and development of the student. The practical implications of this definition are listed, indicating that homework would then become a contractual arrangement between school and student. Learning outside the school would be recognised and used as part of the school curriculum. The article goes on to detail the way in which this approach to homework policy would work in practice and to set out guidelines for implementation. The role of the school overall would be to actively encourage and direct students to use their time and community opportunities in learning.

* Member of the Senior Secondary Curriculum Project, Wattle Park Teachers' Centre, South Australia (see 84/C: 25)

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EMMETT, Geoff, Peter COLE, Greg CORNISH, Garry COVENTRY and Ray TAYLOR 85/C: 57

The Youth Action Project. A report of the implementation of a curriculum initiatives project in three Victorian schools. Melbourne, Victoria: Schools and Curriculum Unit, Victorian Institute of Secondary Education (VISE), August 1984 [97p.]

The Youth Action Project is a collaborative curriculum initiative involving the Victorian Institute of Secondary Education (VISE) and three Victorian schools. The project set out to formulate an integrated set of principles which together embrace a vision of what a good school may look like, starting from the premise that school reform can best occur from a sound theoretical curriculum base. Constructive change in schools is most likely to occur when the broad context for change is comprehended, when schools are encouraged to see why people call for change and when sufficient time is available for teachers to review and reflect on their practice and try new approaches. The curriculum principles upon which this curriculum initiative is based attempt to address some of the unseen barriers to or inhibitors of change such as: textbooks, subject-based teaching training, school architecture, demands of post-compulsory institutions, community expectations.

This report on the Youth Action Project is presented in three parts. Part One places the project in perspective, firstly examining the literature that provided the background for the specification of the curriculum principles and secondly, locating the Youth Action Project within the educational context of schools and curriculum. The theoretical framework of the project is outlined and its guiding principles identified. The project envisaged a small readily identifiable group of teachers spending extended periods of time with students in groups of mixed ability. Students would participate on a voluntary basis, would learn to work in co-operative teams and to develop their decision-making, intellectual, personal and social skills.

The three chapters of Part Two of the report are essentially case studies of the implementation of the project in each of three schools: Boronia Technical, Chandler High and Pembroke High. Each chapter presents and interprets the data collected about the schools and their communities and indicates the improvements in learning outcomes of students fostered by the project (see 85/C: 43).

The final Part Three of the report provides an overview of the project across the three participating schools. It considers data collected from the administration of questionnaires as well as the initial data collected from each school. The concluding section discusses the significant issues which were raised in terms of the three broad goals supported by the curriculum framework: optimising student and community participation in education, maximising learning outcomes for all students, and assisting young people to understand society and interact with their community.

The Report unequivocally endorses the broader implementation of the pilot curriculum framework and concludes that it had positive outcomes from the perspective of the schools, the teachers, the students, the parents and the administrators. The dynamic nature of the program made it

possible to address the weaknesses that were identified, make alterations to the program as required and monitor the changes and effects. The overall conclusion of the report is that the program has resulted in better curriculum practices and arrangements which are likely to produce further positive outcomes and raise further problems or issues. For all involved it has been, and will continue to be, a valuable learning experience.

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NEW SOUTH WALES. DEPARTMENT OF EDUCATION. 85/C: 58
TRANSITION EDUCATION

Alternative Programs Directory 1983. Sydney, NSW: Transition Education Section, Department of Education, NSW, 1983 [228p.]

This directory offers a general survey of the initiatives in Transition Education implemented in New South Wales schools during 1983. Details of Alternative Programs at a variety of high schools are provided, grouped firstly according to region and then according to school year. Details listed for each school include an address and contact name, the year(s) that the course is aimed at and summaries of in-school and out-of-school activities involved in the courses. Although the Transition Education Program has been superseded by the Participation and Equity Program (PEP) the ideas and course outlines may be useful to people involved in implementing PEP activities.

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VICTORIA. ALTERNATIVE EDUCATION RESOURCE GROUP (AERG) 85/C: 59

Other Ways. Newsletter of the Alternative Education Resource Group (24 Wakefield Street, Hawthorn 3122), bi-monthly ($10.00 per annum; $5.00 for low income earners)

These Newsletters contain articles on a range of education alternatives such as home and other alternative schooling; practical information; listings of contact people and resources; children's contributions.

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VICTORIA. ALTERNATIVE EDUCATION RESOURCE GROUP (AERG) 85/C: 60

Coming Out. Getting Permission to Educate Children out of School. Hawthorn, Victoria: AERG (22 Wakefield Street, Hawthorn 3122), August 1984 [26p.]

The AERG was formed in 1980 to assist and support people interested in exploring or extending the range of alternatives in education. This booklet updates a 1981 kit to provide guidelines for people wishing to educate children at home. It is particularly directed towards obtaining legal permission to keep children out of the compulsory system of education. The information comes from two sources: from families who have been through the process and from Education Acts and other official sources.

Sections 2 and 3 outline the requirements of the Victorian Education Act (1958) and list steps to be taken in gaining exemption. Section 4 deals with Courses of Study and indicates sources of information and of materials and resources. Appendix A reproduces excerpts from education legislation in other Australian States/Territories. Appendix B outlines two case histories, one in Victoria and one in New South Wales.

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KRIVANEK, Ro (compiler) 85/C: 61

Children Learn at Home. The experience of home education. Hawthorn, Victoria: Alternative Education Resources Group (AERG), 1984 [57p.]

This booklet has been produced from the 'home-schooling' experiences of thirteen families who responded to requests for information by the AERG. Chapter I outlines the aims and expectations of the families about their children's intellectual, personal and social development. Chapter II recounts experiences with officialdom. What actually happens at home is the subject of Chapter III, covering such aspects as structure, time-tabling and learning to learn. In Chapter IV, the processes of change and adaptation are outlined, and some of the difficulties are indicated in Chapter V. The need for social development and independence and questions of how far home schooling can take a child are discussed in Chapters VI and VII. Chapter VIII reviews the outcomes for children and families, and the final Chapter IX records some of the children's own comments.

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GLEN, Matthew 85/C: 62

Community Based Learning. Profile of an Alternative Course. BrisLane, Queensland: Research Services Branch, Queensland Department of Education, December 1984 [41p.]

Community Based Learning (CBL) which began as a Queensland Transition Program, is an approach to learning which places major emphasis on the use of community resources and personnel in educating students. The purpose of this report is to describe what CBL is, how it started and developed in Queensland secondary schools, and to suggest possible directions for its development. CBL was set up as a transition initiative offering a totally different option to existing curricula. The initial course was an adaptation of a program in operation in the USA, called Experience Based Career Education, in which students spend a major portion of their time on learning projects in the community and in which activities are tailored to individual student needs, abilities, learning styles and goals.

After a developmental stage and trial period, the CBL approach was extended and expanded into a major option for alternative courses in Queensland secondary schools. Despite differences in course development and implementation, common elements were discernible in the structure of the course as it developed in the different schools which adopted the CBL approach: an integrated 'core' taught by a co-ordinator, a variety of special subjects taught by other staff and a range of community-based learning experiences involving interaction with many participants outside the school. A review of the course in 4 schools with CBL programs reflected a strong feeling of optimism about what was being achieved in this alternative Year 11 course. Students interviewed were unanimous in praising the course, highlighting the fact that it was 'really different' because it was 'not like everyday schoolwork where you just sit in a big class and get bored or get into trouble'.

In addition to discussing the benefits and positive outcomes of the CBL program, the report also deals with problems of implementation including: negative attitudes towards transition education, the low status of alternative courses, operational constraints, and co-ordinators' level of understanding of the ideas, goals and methods associated with CBL. Constraints limiting the expansion of the program as a mainstream alternative to the academic program include: the subject-dominated curriculum supported by the centralised curriculum development model as well as the restrictive nature of schools' organisational arrangements and instructional processes; the ideological perspectives of educators opposed to changing the academic status quo of the secondary school; assessment and entrance policies imposed by universities and other tertiary institutions; the acceptability and status given to credentials by employers, parents and the wider community.

The report recommends that the Division of Secondary Education should continue to encourage the dissemination of Community-Based Learning in high schools and give consideration to expanding CBL programs to make them available to a wider range of the student population. In order to assist with such expansion, an effective support network within the community will have to be developed. Special consideration should be given to helping school administrators and teachers to understand and cope with the change processes inherent in community-based or experimental learning.

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GREEN, David and Ted HOBBS 85/C: 63

Regional Programs for 'At Risk' Students. Brisbane, Queensland: Research Services Branch, Queensland Department of Education, September 1984 [9p.]

This report is a brief study of programs operated by some of the Regional Education Offices in Queensland for secondary students who are conspicuously failing to cope in their school environment. In the regional program, students from a cluster of schools participate in the activities to develop skills to cope with the ordinary classroom and their eventual adult and work roles. Students in the program are often characterised by one or more of the following features associated with disruptive behaviour or withdrawal in the classroom; bad home environment; inability to cope with school life and discipline; low self-esteem; a lack of social skills; a history of consistent failure at school.

Since the first such program began operating at Camp Hill State High School in the Brisbane South region during 1981, there has been a major expansion of such activities which has been accompanied by a change in emphasis away from preparation for the workforce towards return to normal school classrooms. This study was undertaken to consider the development of regional programs during 1984 and gain information regarding the goals and nature of the programs to assess what they may be able to contribute to the implementation of PEP.

Information requested through the study covered: nature and length of programs; selection procedures for student and teacher participants; sex and year levels of students; number of students returning to normal school; location of the course centre; goals of the program. The report includes details of the study methodology and the results of the survey of programs as well as describing some examples of relevant overseas experience in the area. On the question of return to normal schooling, 53 per cent of students from the regional programs were reported as returning to the school. However, there is an inequity in the fact that for many, participation in the programs meant that it would not be possible to obtain a Junior Certificate without repeating a year. On male and female participation, the report expresses concern that many girls who withdraw and 'switch off' at school may be missed by the selection net for such programs which tend to focus on rowdy, disruptive students.

A number of issues worthy of further investigation became evident during the course of this study. Aspects to be investigated could include: student attitudinal changes in the programs, on both a long and short-term basis; the destinations and adjustments of the program participants; spontaneous revision rates; the effects on other students and teachers when disruptive students are withdrawn from school.

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DYKE, Bev 85/C: 64

Developing a Marketing Plan for Your School. In Participation and Equity Program News, Vol.2, No.1. Leichhardt, NSW: Non-Government Participation and Equity Program (Sydney), February 1985 [p.13-16]

This article consists of hints to help improve the careers advice service in schools. Suggestions for bridging the gap between educators and the business world include: inviting local business people to the school for afternoon tea; setting up an annual careers market; linking into the old boys/girls network; joining industry associations and expanding contacts outside the school. There are also a number of suggestions of a general nature for careers teachers, highlighting points such as the need to present information in interesting ways, the importance of career advice for girls as well as boys, and the need to give students a picture of the different communication, promotion and relationship structures in the public and private sectors and in small, medium and large organisations.

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PRYOR, Robert 85/C: 65

- Supplement No.7 to the Manual for the Work Aspect Preference Scale: The Measurement of Second-Order Factors for Year 11 and 12 Students. Sydney, NSW: Central Planning and Research Unit, NSW Department of Industrial Relations, January 1985 [12p.]

- Supplement No.8 to the Manual for the Work Aspect Preference Scale: The Measurement of Second Order Factors for Adults. Sydney, NSW: (as above), January 1985 [16p.]

These papers are part of a series on the continuing program of research into the Work Aspect Preference Scale (WAPS) [B127, 84/C:39].

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ATHANASOU, James 85/C: 66

- Vocational Guidance Abstracts. Abstracts from recent literature relevant to vocational guidance. No.42, July-September 1984 (Central Planning and Research Unit, Division of Vocational Guidance Services, NSW Department of Industrial Relations) [10p.]

- Vocational Guidance Abstracts, No.43, October-December 1984 (as above) [6p.]

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PRYOR, Robert G.I. 85/C: 67

On the Use of Modelling in Career Counselling: A Case Study. Information Paper. Sydney, NSW: Central Planning and Research Unit, NSW Department of Industrial Relations, September 1984 [28p.]

This paper sets out with two main aims: to present a case study illustrating the use of modelling (observational learning) in career counselling; second, to suggest that the use of graduated modelling in conjunction with video feedback could be a solution to the perennial counselling problem of how to make the effects of a counselling intervention last longer than the intervention itself.

The case study presented outlines the background and the issues of the case, the preparation for modelling and the approaches in the five sessions. Techniques for generalising the modelled behaviour are described and a final section summarises the conclusions.

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ATHANASOU, James 85/C: 68

. A Paradoxical Intention: A Brief Description of a Cognitive Behaviour Therapy Approach and its Potential for Counselling. Information Paper. Sydney, NSW: Central Planning and Research Unit, NSW Dept. of Industrial Relations, August 1984 [6p.]

. A Brief Description of the Block Design Learning Test (Savage and Hall, 1973) and its Potential for Vocational Guidance. Information Paper. Sydney, NSW: (as above), September 1984 [8p.]

These two papers discuss issues and methods relevant to the practice of vocational and employment counselling.

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BURNUP, Chris 85/C: 69

School-Industry Working Paper No.1. A paper describing the School-Industry Project, based at Northern Region Education Office during 1984. Melbourne, Victoria: Victorian Institute of Secondary Education (VISE), August 1984 [12p.]

This paper describes the background to the School-Industry Project in the Northern Metropolitan Education region of Melbourne. The broad aim of the project is to assist students to develop a contemporary understanding of work, by linking schools with local industry in a variety of ways, and by establishing a data-base of useful curriculum materials. Support for the project has come from the Victorian Institute of Secondary Education (VISE), the Northern Regional administration of the Victorian Education Department and the Myer Foundation.

Section 1 deals with the project background and looks at the need for change in the relationship between schools and industry in the context of a massive shift since the early seventies in the options available to young people. Signs of this shift include high levels of unemployment among the 15-19 year age group who in the past would have had relatively easy access to lower skill level jobs, and the tendency for young persons entering the labour force to find short-term work rather than career-based, long-term jobs.

The pattern of educational participation in Victorian schools is examined together with proposed curriculum reforms aimed at meeting the needs of students in the new employment and occupational context. The transformation of 'work' itself, changes in job profiles, the shape of work organisations and the decision-making process make it even more important than before that young people be assisted in developing a contemporary orientation towards work. The School-Industry project is characterised by an emphasis on developing a two-way exchange of information and experience between the school and industrial communities and by a critical approach to the concept of work, both paid and unpaid.

Section 2 of the paper focuses on the project structure itself and on current and planned developments in the Northern Region. A Project Reference Group, representing key educational and industrial organisations provides an overview and general direction of the project. Objectives identified include: establishing a computerised resources bank to be used by a wide range of schools, covering topics such as new technology, the role of trade unions, women and work and skills training; encouraging a commitment to the concept of a contemporary understanding of work in curriculum discussion throughout the region; and setting up a regional structure for continuing to develop appropriate relationships between school and industry.

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GREEN, David

85/C: 70

Link Courses 1983-1984. Brisbane, Queensland: Research Services Branch, Queensland Department of Education, June 1984 [12p.]

This is a survey of link courses provided by post-secondary educational institutions for secondary students from Queensland State schools in 1983 and 1984. These link courses are run by post-secondary institutions, usually TAFE colleges, to provide experience not generally available to the students in their secondary schools. These courses usually involve students spending segments of time away from their schools in classes at a TAFE college where the specialised instructors and equipment are available. The survey collected information on the institutions with which the links were formed, the year levels of the students involved, the course time provided, and the problems encountered by the schools involved. The study's purpose was to provide preliminary indications of the potential of link courses under the Participation and Equity Program, and act as a basis for further research in planning the development of link courses.

After describing the methods and results of the survey, the report goes on to consider the potential of link courses, concluding that link courses are likely to continue to expand but that this expansion will be limited by the capacity of the existing TAFE system to provide link courses. Attention will also have to be paid to avoiding inequities in participation as far as girls and country students are concerned.

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GIDLEY, V.N.

85/C: 71

Hedland College - College Planning and Development 1983-1987. South Hedland, W.A.: Hedland College (P.O. Box 2254, South Hedland, W.A. 6722), December 1983 [56p.]

This document lays down planning guidelines for the development of Hedland College, a post-secondary independent college in Western Australia, over the period 1983-1987. The college serves communities with relatively small but growing populations and is located in an isolated and climatically harsh region, where costs associated with the development and delivery of educational programs are high. While Hedland College is responsible for post-secondary education in the Eastern Pilbara, growing interest in its programs has been shown by residents of the Kimberley region and forward planning is being based on the assumption that a number of students will enrol from the Kimberley region. The planning document focuses on a number of development issues and provides details of plans for the period to 1989 including the resource implications of these plans.

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U.S. INSTITUTE FOR RESEARCH ON EDUCATIONAL FINANCE AND GOVERNANCE (IFG)* 85/C: 72

IFG Policy Notes. Computers. Vol.5, No.3, Summer 1984 [8p.]

This issue comprises articles on computers in schools. The introductory article by the consulting editor (Russel W. Rumberger) notes the phenomenal speed with which computers have invaded education and suggests reasons for this in the availability of low cost hardware and software; in growing enthusiasm among students, teachers, parents and administrators; in the belief that computers can be an efficient and cost-effective means of teaching students a variety of basic skills and of school administration; in the feeling that computers offer a quick and effective solution to growing education problems of declining achievement, incompetent teachers and lower standards.

Observing that computers do have capabilities which offer wide potential in teaching and learning, the article goes on to point out that whether computers are really able to make great changes in education depends on how they are used. Several issues arise: the availability of good educational software which takes advantage of the interactive capacity of the computer rather than focusing on limited drill and practice exercises; the need to weigh the costs of providing and maintaining computer equipment and training people in its use against other means of improving education; most importantly, the ability to make organisational changes in education to foster widespread use of computers, to train teachers and administrators in their use and to keep users informed of what becomes available in both hardware and software. There is also the question of ensuring equality in access, so that all schools and students are given opportunity to use this new and powerful learning tool.

Other articles in this issue deal with some of the questions raised above. Promise, Potential and Pragmatism (Decker F. Walker) makes the point that computers are being fitted into a few comfortable niches in schools, where they disturb things as little as possible and where their real potential is not tested. Helen M. Robinson writes on Access: policies governing who acquires computers and who uses them. Henry M. Levin and Gail R. Meister deal with the question of weighing costs and effectiveness. The experience of one particular school in using computers is outlined in a further article by Gail R. Meister. The final article by Philip K. Piele deals with networking computers.

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FIRKIN, Judith 85/C: 73

Computers in Schools. A discussion of issues for teachers and parents. Melbourne, Victoria: Victorian Institute of Secondary Education, October 1984 [43p.]

The purpose of this paper is to review Australian and overseas literature on the educational use of computers and to analyse the information available on Victorian schools. Chapter 1, reviewing the literature, identifies four main approaches to computer education: that directed to improving basic skills; that which is vocationally directed; that which values and seeks to develop thinking and creativity; that which expresses resistance and questions the assumption that computers are a panacea for all educational problems. Each of these approaches is discussed.

Chapter 2 presents information on the use of computers and participation of students in computer courses in Victorian schools. Using evidence from a comprehensive survey of schools in the U.S., the chapter goes on to discuss outcomes and implications of the spread of computer education. In Chapter 3, Girls and Computers in Schools, survey evidence and the views of teachers are presented to indicate that girls are as positive in their attitudes and as competent in computing as boys, though they are under-represented in some areas largely because they are under-represented in subjects in which computing is a component such as Applied Mathematics. The issues of sex stereotyping and segregation still have to be faced in curriculum development.

Chapter 4 deals with the role of video games in education, posing important questions for community discussion on their use and content. The final Chapter 5 discusses the implications of computer culture for teachers. A four-page bibliography on Computers in Schools completes the booklet.

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NSW. DEPARTMENT OF TAFE. WOMEN'S CO-ORDINATION UNIT 85/C: 74

Women in TAFE - State Reports, April 1984. Prepared for the Fifth Meeting of the National Working Party of Women's Advisers in TAFE - Melbourne, 16-18 April 1984. Sydney, NSW: Department of TAFE, 1984 [mimeo: collection of papers]

These papers, prepared by all States/Territories in Australia, are of varying length and detail. They cover such aspects as structures of units, policies, roles/responsibilities and programs.

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AUSTRALIA. TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT. NATIONAL TAFE CLEARINGHOUSE 85/C: 75

Initiatives in Technical and Further Education. No. 8, September 1984 [52p.]

This is a periodical printed version of information which is co-ordinated by the National TAFE Clearinghouse from material provided by State and Territory TAFE Clearinghouses. The information is also entered in AUSINET (Australian Information Network) and the ERIC (Educational Resources Information Centre). Only completed documents are accepted for entry, but these cover a wide range of materials and interests, including research and technical reports, evaluation studies, curriculum materials, feasibility studies, catalogues and bibliographies.

The entries are numbered and subject and author indexes facilitate access to entries of specific interest. Each entry provides information on author, title, format, price, descriptors and identifiers. Each also has a brief Abstract.

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AUSTRALIA. TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT (Inc.) 85/C: 76

TAFE Projects in Progress. No.6. Payneham, S.A.: TAFE National Centre for Research and Development Inc., November 1984 [176p.: $4.00]

This is the sixth in a series of listings of TAFE projects in progress. The listing is in three categories: continuing projects, new projects and government training authority projects. Within each category the projects are arranged under State/Territory headings. Each entry is numbered and briefly described. The name and address of a contact person for the project is included. A list of contact people in TAFE institutions throughout Australia is given at the beginning of the publication; at the end are two indexes, one of project contact persons and the other a subject index.

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CLAYDON, L.F. (ed.) 85/C: 77

Education: Technical and Personal. Closing the Gap in TAFE. Prepared by members of the Task Force Team at the RMIT (Royal Melbourne Institute of Technology). Bundoora, Victoria: School of Education, La Trobe University, December 1984 [151p.:$6.50]

The Work and Engineering Program (WEP) at RMIT Technical College has been devised as a response to changes which have become evident in the society, in industry and technology and in approaches to post-compulsory education. The program has been the work of a Task Force Team comprising teachers in the School of Mechanical Technology at RMIT and the action-research program in the School of Education at La Trobe University, which set out to examine the implications for technical education in TAFE of industrial change and to initiate a pilot project for young people designed in the context of change.

Focusing on young people whose schooling had not given them the competencies, comprehensions and sense of direction necessary to 'making their way in the world', the program was intended to provide a general introduction to the importance and effect of mechanical technology across a range of work possibilities; that is, to provide a broadly vocational approach to engineering, while incorporating some elements of a general education through the practice of certain 'life skills'. The course was not seen as 'training', or 'job creation' or 'transition' or 'bridging', but rather as an attempt to address the problems of young people who, for a variety of external reasons, are 'occupationally disoriented' and possessed by feelings of inadequacy and powerlessness. To implement the intended approach to WEP, it was seen as necessary to adopt a team teaching approach through which a variety of perspectives could be incorporated and long-established arbitrary barriers broken down.

The subsequent chapters of the report describe the experience with the course, from the first deliberately informal and social meeting with applicants to the conclusions drawn from the experience. Chapter 2 describes the students, their school and post-school experiences and teacher perceptions of them. Chapter 3 details the course, its organisation, content and teaching approaches, as well as the structures for student support and relationships of WEP with the Commonwealth Employment Service and the Department of Social Security. The ongoing evaluation of the program and its various segments is described in Chapter 4, which includes also teacher and student reactions and responses. The final Chapter 5, drawing on the success of the pilot program, makes eight main recommendations for the implementation of courses designed to accord with student attitudes and capacities. Five Appendices provide further detailed information about the course.

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AUSTRALIA. NATIONAL TRAINING COUNCIL (NTC) 85/C: 78

Micro-electronics Training Needs Report. Report of a Workshop on Microelectronics Training Needs, 18-19 September 1983. Training Development Series. Canberra: AGPS, 1984 [279p.]

This collection of papers addresses training issues and related educational questions from the perspective of the training needs being generated by the development and use of micro-electronics technology. The papers cover the services sector, the manufacturing sector, office technology and computers as well as 'general' and specific issues associated with this technology. Overall, the report sees considerable inadequacies in skills development in Australia arising from rigidities in education and training systems.

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U.K. FURTHER EDUCATION UNIT (FEU) 85/C: 79

- A Framework for Action in Information Technology in Further Education. London, U.K.: FEU (Elizabeth House, York Road, SE1 7PH), July 1984 [5p.]

- Robotic Arms. A Contribution to the Curriculum. An Occasional Paper. London: (as above) [15p.]

The first of these papers is intended to help Further Education institutions to develop curricula in Information Technology (IT). It constructs a working definition of IT, reviews some FEU work in the area and suggests a model for curriculum policy and development.

The second paper deals with a comparatively new area of technology and sets out to provide basic information and advice which will remain useful despite rapid changes in this technology.

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MADDEN, Barbara 85/C: 80

Albany Technical College FFE Waiter/Waitressing Course: An Evaluation. Mount Lawley, W.A.: TAFE Participation and Equity Program, Department of Education, December 1984 [20p.]

This paper reports on a 12-week Foundation for Employment course aimed at preparing young people in the Albany Region of Western Australia for working as waiters/waitresses in local hotels and restaurants.

AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS (DEIR) 85/C: 81

Budget Report August 1984. Canberra: DEIR, 1984 [Folder]

A news release in this folder summarises the federal expenditure on labour market programs and services in 1984-85, indicating the areas of major allocation. The folder also includes two pamphlets. One, Department of Employment and Industrial Relations Programs 1984-85 [38p.] deacribes the programs in categories such as job creation, trade training, community based youth programs. The second booklet is a guide to these programs designed in a simpler form for users.

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NSW. THE EMPLOYERS' FEDERATION OF NSW 85/C: 82

Labour Force Programs. In The Employers' Review, Vol.56, No.10, November 1984 [p.2-4]

Drawing on the information contained in the Department of Employment and Industrial Relations publication, Labour Force Programs and Services, 1984-85 Guide (85/C: 81), this article briefly describes available labour market programs.

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MORRISSEY, M.J. *et al.** 85/C: 83

English Language Training and Labour Market Programs: A Position Paper for the Committee of Review of Labour Market Programs. Canberra: Department of Employment and Industrial Relations, 1984 [61p.]

This paper sets out to identify the needs of migrants in relation to labour market programs. It points out the difficulties in this task caused by terms such as 'migrant' which cover a wide range of people, experiences and needs. Part 2 of the paper reviews the literature; Part 3 looks at migrants' experience of labour market programs; Parts IV and V are concerned with language disadvantage and the English language learning resources available to adult migrants.

In Part VI, the paper concludes that trends in the Australian economy will increasingly disadvantage a large section of the labour force, including those with low levels of main language competence and skills. It argues the need for integrated re-training programs, which include English language and literacy. The recommendations in the paper are directed to this.

* Centre for Multicultural Studies, University of Wollongong, NSW.

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GAIN, Lyn* 85/C: 84

Labour Market Programs and Child Care. Research Report prepared for the Committee of Inquiry into Labour Market Programs. Canberra: Department of Employment and Industrial Relations, July 1984 [51p. + Appendices]

This study examines the links between unemployment, participation in labour market programs and responsibilities for child care and presents some policy options. It finds that there is inadequate provision for child care and that this is a major barrier to employment and participation in training programs.

* NSW Council on Social Service

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DAVIS, Denis J.* 85/C: 85

Skills and Jobs. The Productive and Distributive Functions of Occupational Skill Classifications. Analysis of the Process of Skill Recognition. Commissioned by the Commonwealth Government Inquiry into Labour Market Programs. Canberra: Department of Employment and Industrial Relations, August 1984 [51p.]

The purpose of this paper is to identify and analyse the processes by which skill designations of occupations are preserved or changed, concentrating on sub-professional occupations. In examining the processes by which occupations enter and disappear from trade classifications, the paper focuses in detail on two occupations: Real Estate and Automotive Parts Interpreter. Analysis of these raises not simply issues of movement of occupations in and out of trade designation, but also the whole matter of changes in skill classification, including the claims of occupations for upgrading skill requirements so as to move from one level of status to another.

The report is in three parts. Part 1 provides a conceptual structure for the analysis, covering in its two chapters The Relationship between the Productive and Distributive Functions of Work and the Process of Skill Designation and Occupational Skill Recognition.

Part 2, in Chapters 3 and 4, discusses factors which produce adaptability and those which produce conservatism and greater rigidity. In the first category are: the generic skills approach to curricula; the impact of technological change; some educational responses to youth unemployment such as the Transition and Participation and Equity Programs and pre-employment programs in TAFE; developments at legislative and award levels. Factors which make for conservatism and rigidity include: worker resistance to new labour market categorisation; the pressures exerted by those who work in education to maintain and upgrade the qualifications of an occupation; licensing and restrictions on practice; the reservations of funding bodies (e.g. CRAFT); the lack in Australia of any fundamental review of labour market programs within the wider social context.

On the basis of the analysis, the report (in Part 3) makes a number of recommendations. It deplores the 'directionless hotchpotch of strategies' which characterises Australian labour market policies and programs. Programs and strategies must be set in comprehensive policies based on good communication, honest discussion and participation by all affected parties. Strategies should be positive and centred on development and growth; programs should be integrated and operationally planned at regional levels. Educational structures and processes need to be made more flexible and adaptive. New institutions for new strategies should not be allowed to ossify: recruitment, conditions and incentives should be such as to focus staff effort on the desired goals. Finally, the report argues that continuing research and monitoring of the education and work interface are essential. A comprehensive bibliography is provided in the final Part 4 of the report.

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O'DONNELL, Carol* 85/C: 86

An Investigation of Skill and the Desirability of Extending Apprenticeship Forms of Training. Prepared for the Committee of Inquiry into Labour Market Programs. Canberra: Department of Employment and Industrial Relations, 1984 [94p.]

This paper analyses the process by which occupations come to be regarded as skilled and acquire structured training arrangements which in some cases are established as formal apprenticeship agreements. The paper examines concepts and definitions of skills, indicating relationships with industrial and political groupings. Training in skills not only improves productivity but also the bargaining power of those who have it. The industrial ramifications of apprenticeship training and professional training are then examined in order to differentiate them from other forms of training and to evaluate their impact on the workforce and on the public generally. A brief look is then taken at the broad political forces accounting for the growth of other forms of training and for the development of TAFE institutions and the CAE sector.

Finally, an examination of the economic and political forces accounting for the development of training in four specific industries in NSW is undertaken. These industries are clothing, the retail trade, nursing in the health industry, and child care. These work areas have been chosen to represent the kinds of forces likely to be at work in the manufacturing sector, the private enterprise service sector and the government and private enterprise welfare sectors. They also further illustrate the point made in earlier sections of the paper, that theories which posit a clear and quantifiable relationship between education and economic productivity are woefully inadequate. On the basis of study of the nature of different forms of training and their historical development the paper makes a series of recommendations about desirable future developments in education in Australia.

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NSW. APPRENTICESHIP DIRECTORATE OF NSW 85/C: 87

Apprenticeship Trends in New South Wales 1983-1984. Sydney, NSW: Apprenticeship Directorate (1 Oxford Street, Darlinghurst 2010), September 1984 [33p.]

Apprentice intake in NSW in 1983-84 increased by 15.8 per cent on the intake for 1982-83, though the number of apprenticeships cancelled and terminated did not fall as expected. Part 1 of this report provides the detailed statistics on apprentice intakes together with estimates of the number of apprentices qualifying each year over the next four years. Part 2 lists the major apprenticeship support schemes currently in operation. Part 3 consists of excerpts from a recent report by a national working party which examined the issue of institutionalised trade training (85/C: 88). The excerpts cover aspects of trade training such as: description of skill training; traditional versus institutional trade training; trade-based pre-employment courses.

AUSTRALIA. WORKING PARTY OF THE COMMONWEALTH STATE APPRENTICESHIP COMMITTEE (COSAC) 85/C: 88

Institutional Trade Training. Canberra: Department of Employment and Industrial Relations, March 1984 [103p.]

This report examines the issue of institutional trade training against the background of the current trade training system (Chapter 1) and in terms of its three components: theoretical or classroom instruction, practical exercises and field training (Chapter 2). It also provides a summary of recent developments in institutional training in Australia and overseas, together with an assessment of the Australian experience so far (Chapters 3 and 4).

The major issue in extending institutional training is the way in which the field training component can be provided. Various approaches are examined and a number of issues relating to the provision of work experience are discussed (Chapter 5). A number of other issues relating to the directions which future development should take, and to matters crucial to the success of institutional training initiatives, are also taken up in Chapter 5.

To provide some indication of the costs associated with institutional training, the paper analyses the costs of the most common model currently in use, involving full-time pre-vocational ('family of trades') training covering at least one stage of technical education.

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AUSTRALIA. NATIONAL TRAINING COUNCIL (NTC) 85/C: 89

An Examination of the Extent and Nature of Skill Centres in Australia. Training Development Series. Canberra: AGPS, 1984 [62p.]

This research project set out to develop an inventory of major off-the-job apprentice training centres in Australia during 1982, focusing on centres with twenty or more first-year apprentices which attracted a Commonwealth Rebate for Apprentice Full-Time Training (CRAFT). The report is in four main sections, covering methodology; presentation of data; issues, comments and proposals; bibliography.

The study found wide variations among centres in size and equipment. Most are closely linked with the production processes of the employing firms and perform a relatively narrow function. Considerable overlap was found between the centres and TAFE programs, but little integration. The report suggests the need for more detailed review of the costs and benefits of off-the-job apprentice training centres.

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POWER, Margaret,* Christine WALLACE, Sue OUTHWAITE and Stuart ROSEWARNE 85/C: 90

Women, Work and Labour Market Programs. Prepared for the Committee of Inquiry into Labour Market Programs. Canberra: Department of Employment and Industrial Relations. August 1984 [125p.]

This monograph begins by arguing that economic theory has not been able to encompass women's economic issues because it accepts a framework of a male world and ignores the specific position of women, their position in the social context and the unequal power of men and women. Moreover, it has also functioned as a conservative ideology, legitimising attacks on women's right to paid employment. A new theoretical framework is required, involving an analysis of social power as a basis for consideration of issues and policies.

In Australia, the cumulative effect of economic, social, political and ideological forces has been a segmentation in the workforce based on sex, ethnic origin and race. Chapter 2 discusses these various aspects of segregation, outlines trends between 1911 and 1981 and makes some international comparisons showing similar patterns in other countries. Chapter 3 outlines industrial and occupational changes and trends in the labour market such as the increasing participation of women in the labour force, the growth in part-time and casual work, technological change. The effects of these have mainly been to maintain the distinctions between male and female work and to create new forms of sex segregation. Government programs for affirmative action have evoked the rhetoric of compliance from employers and unions, but not the requisite sustained action.

Chapters 4-6 discuss in detail the consequences of sex segregation for women in terms of low wages, mass unemployment, poverty and dependence. Chapter 7, Women and Labour Market Programs, argues that Commonwealth labour market programs have reinforced women's disadvantage in the labour market by providing for women fewer places, fewer opportunities to acquire valued skills, less expenditure; particularly, they have not challenged but rather reinforced occupational segregation. The chapter reviews the history of programs since 1972 and illustrates its thesis with analysis of the Community Employment Program (CEP) and education-based training.

Concluding, Chapter 8 points out that the analysis of trends and development indicates a future society based on mass unemployment, increased segregation of female and male workers, widening inequalities and growing poverty - unless public policies are adopted to redirect such trends. Such policies must be based on acceptance of women's right to work equally with men and should include a more expansionary fiscal policy to increase the total number of jobs available in the public if not the private sector - if necessary by introducing capital gains and wealth taxes. The chapter makes a number of specific recommendations on appropriate education/training programs and support services.

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AUSTRALIA. COMMITTEE OF INQUIRY INTO LABOUR MARKET PROGRAMS 85/C: 91

[Chairman: P.E. Kirby]

. Report of the Committee of Inquiry into Labour Market Programs. Canberra: AGPS, January, 1985 [288p.: $12.00]

. Report of the Committee of Inquiry into Labour Market Programs. Overview of the Report and Recommendations. Canberra: AGPS, January 1985 [24p.: $2.40]

A SUMMARY

by C. Blakers

This Committee of Inquiry was appointed in December 1983 to examine labour market policy and programs and the context in which they have been developed, and to recommend improvements. Terms of reference and other information on the Committee are given in Appendix 1 (see also Youth Studies Bulletin, Vol.3, No.1, February 1984). In interpreting its terms of reference, the Committee chose not to undertake a detailed audit of individual programs, but rather to focus on the fundamental philosophical, systematic and structural questions that need to be resolved to develop a coherent framework for government intervention in the labour market and to set a new direction for labour market policy in Australia. The Overview, which precedes the twelve chapters of the Report (and which is also published separately) outlines the components of this framework, summarising first the assumptions and principles on which it is based. It points out that the continuing commitment of Australians to full employment can be met only by macro-economic policies which expand employment. At the same time, benefits both to individuals and to the society can result from more flexible approaches to and patterns of work, encouraging people to move freely from employment to retirement, between employment and education and training and from full-time to part-time employment or education and back again. It is of paramount importance that all Australians should have the opportunity to participate in the labour market, to benefit from it and, through it, to contribute to the wider society. This implies that labour market policies and programs should be directed towards meeting the needs of individuals, particularly those who are disadvantaged in their access to education, training and employment. Such an approach requires coherence and co-ordination in policies and programs, more flexible and decentralised administration and a greater emphasis on education and training. The discussion and proposals in the Report are directed to these ends.

Throughout the Report, costs of proposals are assessed in accordance with the need for financial restraint indicated in the Committee's Terms of Reference. The Overview points out that its proposals in the main urge a change of direction which would not in itself require extra expenditure; rather, it would mean a more balanced, equitable and cost-effective sharing of what resources are allocated. Savings would also come through rationalisation. Nevertheless, there are extra costs (summarised in the Overview and detailed in relevant chapters). Given the nature and extent of the problem, the Report argues that the increase in costs of the full implementation of the recommendations would be modest.

Chapter 1 outlines the deterioration in the labour market which has followed the decline in Australian economic performance since the early 1970s. This is reflected in the growth of unemployment, both recorded and hidden, and in the consequent increase in dependence on social security. Underlying these developments has been the low rate of growth in demand for labour. In September 1983, the number of people willing to supply their labour was approximately one million more than the number in demand. The changing patterns of industry demand and the segmentation of the labour force have meant that some groups have been particularly affected in access to employment, notably older people, women, people with disabilities and Aborigines. At the same time, there has been a growing concern among workers to improve the working environment (safety, superannuation, paid leave) and increased worker participation in decision-making.

Against this background, Chapter 2 considers developments in education and training, arguing that the two are inextricably linked and no useful purpose is served in seeing them as separate and distinct. Tracing the changes in participation and retention rates since the early 1970s and noting continuing inequalities in access to post-secondary education, the chapter argues the need for increased levels and quality in education and training not only for the economic benefit of the society, but also to provide individuals with the understanding of society and the skills which enable them to live and work with a sense of satisfaction. The effects of technology on future employment and work organisation are uncertain, but the productivity of the society, its capacity to innovate and to use technology, will depend not only on appropriate management objectives and philosophy but also on the personal and vocational skills of individuals in the workplace. Because the precise vocational skills needed in the future cannot be predicted, it follows that Australia's public training effort should focus on broad transferable skills in post-secondary training and that these need to be based on an initial training which includes the development of the personal and organisational skills important to more open and participative work systems.

Although the need for training and retraining is evident in any age group, limited resources force a choice of investment, and the Report argues an over-riding priority for young people of whom 100,000 or so each year (more than half females) seek to enter the labour force with no substantial vocational preparation. It is urgent and necessary to further increase participation of young people in the later years of schooling or its equivalent. To make schools more attractive and relevant to early school leavers will require changes in curricula, administration and teacher training and re-training. More could also be done to combine education and work - an option for which there is little opportunity now outside apprenticeship.

Chapter 3 provides a brief overview of the labour market programs of the Department of Employment and Industrial Relations (DEIR) and of other programs run by the Commonwealth and the States/Territories, noting the focus in DEIR programs on young people and the unequal access for some groups such as women, migrants and Aborigines. The complex, confusing and ad hoc nature of labour market programs, insufficient evaluation and lack of supplementary support services such as child care point to the need for greater concentration at the policy centre on policy development and review of programs as a whole, and a corresponding need to decentralise administration while maintaining close contacts between policy-makers and administrators and a flow of information, advice and experience [illegible]oach

directions. There is also need for greater consultation and co-ordination among departments at all levels.

The present government structures for education, training and employment are outlined in Chapter 4, indicating the multiplicity of policy and administrative bodies involved at Commonwealth and State levels as well as a plethora of advisory committees.

On the basis of the preceding discussion, Chapter 5 sets out the Committee's approach to labour market intervention, arguing that labour market policy must be an integral part of the Government's strategy for economic and social development and not merely a marginal and, to a large extent, ad hoc short-term and reactive adjunct to macro-economic policies. A comprehensive labour market policy should encompass: a rationale for intervention on which directions of response and priorities could be determined; co-ordination with other interventions, especially post-secondary education and unemployment benefits; review of and long-term planning for policy and programs; a more equitable sharing of the costs of labour market adjustment, including training.

Given the primary objective that all Australians should have the opportunity to participate in the labour market, the single objective of labour market policy should be to enhance the knowledge, skills and long-term labour market prospects of the individual. Labour market programs are therefore to be seen not as an end in themselves but as a means to the development and employment of the individual and through this to the benefit of the society. For this reason, each individual should be offered a package of programs selected from those available and tailored to meet individual needs. Conditions which prevent or discourage participation in education and training should be removed. For example, income support, while essential for the unemployed, should not, as at present, actively discourage participation in education and training, but rather actively encourage it. Other barriers to participation could be overcome by additional support and provisions for the specially disadvantaged, by increased English language assistance and child care facilities.

The Report urges that the emphasis in programs should be on equitable access, so that females have equal access with males. Within this balance the allocation of places to particularly disadvantaged groups should be made on the best assessment (constantly reviewed) of the group's share of joblessness and duration of unemployment. Current analysis indicates that six months' unemployment duration would at present be the condition of eligibility priority. The Report recommends regional placement of programs to meet needs in areas of high unemployment, and a more adaptive and flexible approach to program administration and delivery, so as to make use of the knowledge and experience of those at State and particularly local levels. In this process of decision-making, the Commonwealth Employment Service (CES) has a major and critical role.

Chapter 6 considers the four major components of labour market planning: the collection of statistical material; labour market forecasting; research, analysis and dissemination; evaluation. The Report identifies deficiencies in each area and makes specific recommendations to provide an adequate and coherent base of information, research and evaluation. It recommends also an annual 'State of the Nation' paper reviewing the main features of and trends in the labour market and discussing their implications.

Chapters 7-12 set out in detail the practical application of these approaches to education and training. Chapter 7 proposes a system of traineeships for young people in non-trade occupations. The traineeships would combine formal education and work in a related occupation. Initially, the target group would be 16-17 year old early school leavers and the Report recommends provision of 75,000 places for them by the end of 1988. The expansion of the program to include young adults (18 years and over) is envisaged later in the Report (Chapter 9).

Traineeships should be a minimum of one year's duration including a minimum of 13 weeks off-the-job training. This training should be provided mainly by TAFE, should cover broad-based skills relating to families of occupations and should be appropriately accredited to provide avenues to further accredited education, training and employment. On-the-job training should be flexible in content, duration and attendance patterns. Trainees should be contracted to employers or State regulated group training schemes. Their income would be in the form of appropriately negotiated wages paid by the employers. Wage subsidies to employers would be used only in the case of specially disadvantaged young people.

The Commonwealth should lead and co-ordinate the development of the traineeship system, beginning with a national conference in 1985 to obtain a commitment from employers, unions and governments and to plan steps to be taken, including legislation and pilot programs, which should initially be funded by the Commonwealth using the present Experimental Training Projects (ETP).

Trade training in apprenticeships has involved large expenditure by DEIR, TAFE and governments generally. Chapter 8 briefly outlines the system of apprenticeship and comments on some criticisms of it. Among these are: that the numbers of apprenticeships available relate more to economic cycles and business activity than to demand for tradespeople; that women have little access (except in hairdressing); that the quality of on-the-job training is variable; that wage rates (which are set at a high proportion of the adult wage) are a significant deterrent to employers; that the system lacks the capacity to provide the new skills demanded by technological change. Addressing these criticisms, the Report argues that, consistent with the concept of traineeships, apprenticeship should be regarded as a training system rather than employment and should move towards initial broad-based training in full-time trade-based pre-employment courses. The emphasis on training should eventually affect award wage provisions. The Report recommends: more trade-based pre-employment courses; various ways of increasing access for females and the disabled; action to improve the quality of training both on-the-job and in TAFE; further development of group apprentice arrangements. Chapter 8 goes on to discuss in detail proposed changes to the major forms of Commonwealth financial assistance for trade training such as the Commonwealth Rebate for Apprentice Full-time Training (CRAFT).

Chapter 9 looks beyond the urgent problem of meeting the training needs of young people to the provision of training and re-training for adults. Australia presently lags behind other countries in the recognition that industrial and technological change is altering the nature of skills required in the workplace, making narrow job-specific training obsolete and compelling the provision of training and retraining for all age groups across the full occupational spectrum. Governments have to find ways of improving and expanding industry training and increasing the access of unemployed people to it. This can be achieved

in five ways: by co-operation and commitment among governments, unions and employers; by promoting research and its dissemination and development; by improving infra-structure support through TAFE and other training centres; by expanding the use of communications technology in the delivery of education and training and of information about the labour market and programs; by the purchase of training for adults. Each of these is discussed in the chapter.

Proposing its new arrangements, Chapter 9 reiterates that the fundamental objective of labour market policy is to provide adequately for the individual in education and training. The provision of education and training for those over 18 years complements the traineeships outlined in Chapter 7. Rationalisation and integration of current formal training provisions are required to make retraining more accessible for adults, particularly those at a disadvantage in the labour market, and also for young people 18 years and over until the traineeship system can be expanded to meet their needs. The chapter goes on to discuss and make recommendations on rationalisation of programs; eligibility (based on six months' unemployment); targeting (as with traineeships); income support (indexed training allowance), and other program provisions. It concludes with the recommendation that the present modest level of resources allocated to adult training should be doubled over the three-year period beginning in 1985-86.

Chapter 10 is concerned with wage subsidies. These, though high in expenditure, are of little value in improving the longer-term employment prospects of young school leavers or in creating new jobs; but they can be used to improve the labour market chances of target groups of disadvantaged people. Present wage subsidy programs (outlined in the chapter) have developed ad hoc; lack obvious rationale; are inequitable and characterised by a complex and confusing array of differing objectives, provisions and conditions of eligibility. The Report recommends a single targeted wage subsidy scheme, subsuming present schemes and covering six months' employment. Its primary objective would be to improve the access to employment of those people facing significant disadvantage in the labour market. Thus, individuals and not vacancies would attract the subsidy, which would be used as a tool for placement by the CES of disadvantaged persons in appropriate vacancies. As with traineeships, eligibility would be based on employment disadvantage. Subsidy levels would be a percentage of the Male Adult Average Award Wage, paid according to age, duration of unemployment and especial disadvantage. Where appropriate, the subsidies should be available for part-time employment on a pro rata basis. The whole scheme should be subject to continual monitoring and review.

Community-based programs (Chapter 11) have an important role in assisting people to progress to open employment and to other programs. They can be more flexible and tailored to individual needs; they can offer more personal support and outreach services to those, particularly among the hidden unemployed, who prefer to avoid more formal and bureaucratically organised education. In such programs, a small amount of Commonwealth expenditure is extensively supplemented by the community in cash, access to facilities and voluntary effort and expertise.

The chapter outlines three community-based programs (Community Youth Special Projects, Volunteer Youth Program and Work Preparation Program) and discusses some of the problems inherent in limited resources, lack of co-ordination and highly centralised approval processes. The Report

recommends a single flexibly organised program, subsuming the above three programs, to assist identified target groups. The new National Council for Training and Employment (proposed in Chapter 12) should be responsible for the overall direction of the program, for allocation of resources and for communication and co-ordination among programs. Funding for this program in 1985-86 should be $10m - approximately double present expenditure.

Chapter 11 goes on to develop the proposal outlined in the Committee's Interim Report (84/C:49) that the major community-based program CYSS (Community Youth Support Scheme) should become a permanent Australian Youth Service involved in a range of issues and action affecting young people and drawing support from national, State and local government resources. The Report outlines the wide range of activities and services offered by CYSS projects and underlines the value of such programs to disadvantaged groups. It sees the major strengths of CYSS as being its diversity, its informal non-bureaucratic approaches, its community base and management, and its ability to identify and respond to local problems. Development into an Australian Youth Service would be in accordance with what is actually occurring and would result in clarification of role and greater stability. The report advocates a broad role for the new Service but including some specific labour market functions such as referral, advice and some job search and vocational skills. It sets out issues to be considered in advance, ranging from role and functions to evaluation, and recommends that, as a major initiative during International Youth Year (IYY), the Office of Youth Affairs should, after consideration and wide consultation, recommend appropriate administrative arrangements for the implementation in 1986 of an Australian Youth Service.

The final Chapter 12 proposes new arrangements for advice and administration which will overcome the weaknesses in analysis, evaluation, co-ordination and coherence identified through the report. It argues that a policy for the balanced development of Australia's human resources must take account of a wide range of related policies and programs in employment, education, training, income support, youth affairs, women's affairs, economic development, industry, commerce, trade and technology. It is for governments to ensure compatibility and co-ordination among policies and programs in these areas. This report is concerned with the need for national co-ordination in education, training and employment where present structures and processes result in a lack of cohesion.

The report proposes a new National Council for Training and Employment (subsuming the present National Training Council) to be established by legislation with a sunset provision limiting its initial life to seven years. The main roles of the Council would be to:

- develop a clear set of objectives for national labour market policy and programs, including the co-ordination of education, training and employment policies
- co-ordinate employment and training developments in the States and Territories, partly through the provision of financial assistance to the States through States grants legislation
- generate public debate, discussion, research and dissemination of information on labour market matters.

The specific functions of the Council are set out in detail together with discussion of its relationships with departments and the rationalisation of existing advisory bodies.

The Council should comprise a full-time chairperson and at least three other full-time members appointed for 2-3 years by the Minister for Employment and Training and drawn from the Commonwealth, the unions, employers and the States. In addition, eight part-time members should be appointed, drawn from employers (1), unions (1), community organisations (1), education (2: the Chairperson of the Commonwealth Tertiary Education Commission (CTEC) and one from a State TAFE authority), a State training/employment authority (1) and two others. Appointees should bring to the Council a range of expertise. The chapter concludes with discussion of the resources for the new Council and co-ordination at the State level.

There are six appendices (87p.) to the Report, of which five provide information on the Committee and its operations. Appendix 6 is a compendium of statistics on population, the economy, the labour force, income support, education, labour market programs. Throughout the body of the Report also, tables and figures give statistical and other information to support and illustrate the discussion.

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SLOAN, Judith 85/C: 92

Training or Wages: An Evaluation of the Report of the Committee of Inquiry into Labour Market Programs. Paper delivered at a conference to consider the Kirby Report, March 27, 1985, Melbourne. Sponsored by the Public Policy Research and Development Unit. Adelaide, S.A.: National Institute of Labour Studies, Flinders University of S.A., March 1985 [24p.:mimeo]

This paper begins with the observation that the Kirby Report (85/C: 91)) is a long overdue review of labour market programs. The report is timely not only in its attention to rationalisation of the vast and confusing array of labour market programs, but also because it sets out to establish 'a coherent framework for government intervention in the labour market'. In this respect, the key words of the report are 'long-term employment prospects', 'education and training', and 'equitable access'. The report also stresses the view that labour market programs should not be developed in isolation from other policies which have an impact on participation in the labour market.

This paper focuses on a limited section of the broad-ranging report: the proposed youth traineeships and trade training. It thereby leaves many other issues untouched. Section 1 of the paper argues that while the report emphasises the supply side of the issue of youth unemployment - education and training - it in fact takes a mixed approach containing both supply and demand elements. The recommendations on the negotiated wage for trainees and on 'the single, targeted wage subsidy scheme' are both intended to affect demand by reducing the cost of youth labour to employers. Thus, unemployment is seen to result not only from inadequate levels and types of skills, training and work experience but also from wage levels which are too high in relation to productiveness.

Section 2 outlines the proposal for traineeships, observing that these, while they have many advantages in improving the long-term employment prospects of participants through appropriately credentialled education and training, they also have drawbacks. Among these are: the availability of adequate primary labour market jobs for trainees; the displacement of other workers; a possible dilution of the apprenticeship system because employers may find traineeships more flexible and attractive; the aversion of many young people to further formal training in place of full-time employment; the debasement of value of the credential owing to the numbers who will have it. These are discussed in the paper, which argues that central to the success of traineeships will be the negotiated wage at a level to attract employers and a reduction in unemployment benefits for young people to attract participants.

Section 3, Trade Training, argues that the Kirby Report fails to address adequately the inherent inflexibility and weaknesses of the current apprenticeship system, among them the high levels of apprentice wages and the high costs to government of subsidising these to make apprenticeship more attractive to employers. At the same time, recommendations in the report for more emphasis on the training than on the employment aspects of apprenticeships could eventually lead to significant reform of the system. A concluding section sums up the questions and issues raised in the paper.

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WINDSCHUTTLE, Keith 85/C: 93

The Kirby Solution. In Australian Society, Vol.4, No.3, March 1985 [p.6-8]

In this article, Keith Windschuttle responds positively to the proposals put forward in the report of the Kirby Committee of Inquiry into Labour Market Programs. Describing the report as one that 'addresses the problem of unemployment in a constructive, coherent manner and which puts forward a range of proposals that have some chance of working', he goes on to applaud the Committee for their broad interpretation of their brief and their attempt to find ways to curb the process which has created a new underclass of under-educated, unskilled and under-employed workers in Australia. After summarising Kirby's distinction between the primary labour market of secure employment with development potential for workers and the secondary job market of menial, insecure, low-paid jobs with limited training and promotion prospects, Windschuttle supports Kirby's contention that the task of government labour programs should be to admit people presently locked into the secondary job market, to the primary labour market, thus enhancing their long-term prospects for employment and earnings.

The vehicle proposed to facilitate this movement from the secondary to primary labour market is a new traineeship system which combines education, training and work. Operating in a much broader range of work areas than the traditional apprenticeship trades, traineeships would offer not so much a direct reduction in youth unemployment as a genuine improvement in young people's employability by the time they reach adulthood. The most important aspect of the traineeship scheme is that it gives some formal credentials and thus leads somewhere, unlike the wage subsidy and work experience programs. These credentials should be recognised for themselves or as fulfilling prerequisites for further study and thereby ensure that early school leavers are not locked out of the primary market forever, as they now are.

The traineeship scheme, as envisaged by Kirby, will only work if employers support it and participate in large numbers. Windschuttle argues that the safest way to ensure success for the scheme is for the government to shoulder many of the costs which may deter employer participation. The capital investment to allow the required major expansion of TAFE facilities and the recurrent funding bill will require savings elsewhere in order to finance the traineeship scheme. The article considers the pros and cons of the proposal to change the administration of youth unemployment benefits to encourage young people in the direction of education and training. It concludes that restructuring dole payments as part of the education and training package offered by the Kirby Report would be a progressive step although major political conflict would arise out of the questions of where to draw the means-test line and whether the main goals are those of the economic rationalists or those of policy-makers who support Kirby's approach.

The article goes on to look at the Kirby Report's recommendations about the Community Youth Support Scheme. It supports the proposed removal of CYSS from DEIR on the grounds that such a move would de-emphasise its labour market goals but asserts that the proposal to transform CYSS into an Australian Youth Service would be an inappropriate

step. Given that successful CYSS schemes provide a variety of services to young people that would not otherwise be available or used, it is suggested that CYSS should be regarded as a community welfare service and placed within the new Department of Community Services. The Australian Youth Service, a good idea in itself, should develop of its own accord, independent of CYSS.

Final discussion in Windschuttle's article on the Kirby Report focuses on the value of such comprehensive and far-reaching reports, in overall employment policy development, concluding that if this government is to seriously pursue the goal of full employment, it 'needs a series of reports of similar quality, and with a similar egalitarian commitment, to round out the whole picture on industry policy, technology, the education system, and how to manage our increasingly intransigent economy'.

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TRAINER, Ted*

85/C: 94

Kirby Bowls a Wide. In Australian Society, Vol.4, No.4, April 1985 [p.28-29]

This article is a response to Keith Windschuttle's 'The Kirby Solution' which appeared in Australian Society, March 1985 (85/AB:). The central argument in this commentary on the job-training debate is that discussion on youth unemployment and on technical change has missed the point which is whether, and if so how, we can get rid of the problem of high level unemployment. The author expresses frustration at the emphasis which is being placed on the 'relatively unimportant goal of equalising opportunity across social groups', resulting in proposals which will help some disadvantaged group gain a better share of available jobs while reducing the share of some other group.

While noting that it is desirable that youth should experience unemployment at a rate no higher than that at which adults experience it, the article asserts that even highly successful equality of educational opportunity projects could make no difference whatsoever to the total amount of inequality in society, which is largely determined by economic conditions and structures. Windschuttle and Kirby are criticised for reinforcing the assumption that there are no conceivable alternatives to the present economic system in which the only way to confront unemployment and cope with increasing automation seems to be to increase production and consumption, thereby creating jobs.

The remainder of the article discusses the issue of unemployment in wealthy nations in a global context, suggesting that 'our resource-expensive, growth-obsessed way of life is simply unsustainable, and that we must face up to fundamental change to much less affluent and much more self-sufficient ways of life in rich countries, to significant redistribution of the world's wealth, and to a zero-growth economy functioning at a far lower level of GNP per capita'. The events of the last forty years in Australia's economic context are cited as proof of the inadequacy of the growth solution. According to Trainer, in that period, Australia's real GNP per head has almost trebled yet unemployment has failed to disappear and the point has been reached where close to 20 per cent of all Australians may be living in poverty. The automation/unemployment issue highlights the contradictions inherent in our present socio-economic system and it is time to get these real issues on the agenda for public discussion rather than contriving to focus attention on 'how best to even up the various heaps of victims'.

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UNITED KINGDOM. MANPOWER SERVICES COMMISSION 85/C: 95

. Youth Training Scheme. A Sign of Quality. Information folder for participants. Sheffield, U.K.: Manpower Services Commission, August 1984. [Folder containing 3 information sheets, an illustrated brochure and a copy of Youth Training News, a newsletter about the YTS]

. MSC Corporate Plan, 1984-1988. Sheffield, U.K.: Manpower Services Commission, May 1984 [39p.: £2.00]

The information folder above is aimed at potential or newly recruited participants in the Youth Training Scheme operating in the U.K. It provides factual and background information on what the scheme is and what it can offer, who is eligible to join, types and duration of training provided, and benefits of joining YTS. The information is illustrated by photographs showing the range of training and work environments offered by the scheme. The Youth Training News newsletter provides information on specific programs in various occupational and geographical areas.

The second document presents the United Kingdom Manpower Services Commission's Corporate Plan for 1984-1988. Foremost among the Commission's new programs over the last few years have been the Youth Training Scheme and the Community Program. This Plan shows how the Commission intends to consolidate progress made through these 2 projects.

For the Youth Training Scheme, the plan outlines the most important immediate task as: to maintain and improve the quality of offerings, giving serious consideration to the development of the scheme in the context of the recently published White Paper 'Training for Jobs'. The document records that 325,000 young people had entered the Scheme, a smaller number than that initially anticipated. Particular aspects of the Scheme which will be considered by the Commission are: reconciling the foundation training provided by YTS with the first year of longer-duration training arrangements such as apprenticeships; ensuring that an adequate supply of young people enter initial training, via YTS or otherwise, for key occupations such as those of technician level and above; developing avenues for progression beyond YTS into employment, further training or education so that trainees can make best use of the training they have received.

In the case of the Community Program, the Commission plans to look carefully at the operation of the Program within the present framework and at ways by which the employment prospects of long-term unemployed people can be improved.

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FENNELL, Edward 85/C: 96

. The Proof of the Pudding. In The Times Educational Supplement, 30 November 1984 [p.21]

. Cowboys Make a Killing. In The Times Educational Supplement (as above) [p.21].

These articles form part of a series looking at the Youth Training Scheme (YTS) in the United Kingdom. The first article considers the Scheme's training aspects and assesses how far the project measures up to its own expectations. As its initial assertion, the article stresses that there seem to be no valid generalisations about the YTS which is made up of some very good and some very bad programs and a range in-between. The author makes the point that post-YTS employment figures are likely to vary greatly, often bearing no relation to the quality of training or experience given, due to geographic factors or industrial trends.

The standard description of the Scheme, that it 'provides a high quality integrated programme of training and planned work experience to give school-leavers a range of practical transferable skills to enable them to compete more effectively in the labour market' is more applicable to the programme run by the large commercial and public-sector managing agents than to those run by the many small-scale, multi-locational programs. By being primarily employer-based, the YTS has exposed itself to the strengths and weaknesses of the nation's existing training system. Thus, where there has been enthusiasm towards providing training, the YTS has given great scope for progress while, where a trainee was seen as cheap labour, that tendency has not been sufficiently thwarted.

The first major problem for most programs was the induction process. The general uncertainty about what YTS was all about caused the induction process at many firms to degenerate into confusion, leading to a negative attitude towards the trainees from the start. Experience has lead to improvements in the induction of trainees in the second year of the Scheme. Another area of difficulty was the assessment of the individual's needs and aspirations and the monitoring of progress. The community, workshop and college-based Mode B schemes probably have the best record in this area, whereas assessment and counselling by first-line supervisors in industry has often failed because of a lack of proper training. In most cases the highly commendable guidance and counselling aspects of the YTS have been left undone because of the considerable demands they make on staff time.

Planned Work Experience seems to have worked very well in local authorities and commercial/industrial organisations with a variety of functions and not so well in small-scale retailing organisations remote from the managing agent. The minimum 13 weeks off-the-job training also offered striking contrasts between the high-class, residential adventure training and regular college attendance offered by some programs and the patchy numeracy and social skill training offered by others. High quality control is important to prevent abuses of the option available for managing agents to provide their own off-the-job training. To assess standards accurately where communication skills, numeracy and computer literacy are concerned, objective measures for such core skills need to be adopted.

It seems likely that the occupationally-related training may well end up as the most practical and useful part of the Scheme, particularly for participants in occupations like clerical and retail work. However, in engineering where the level of skill learnt through YTS can't compare with the traditional apprenticeship, the best YTS trainees are likely to be sent back to start their training over again if selected for a permanent job.

The question of the value of profiling participants is discussed and the article concludes that until these profiles have some currency among employers, they will be of limited value. In the meantime, an option is to put trainees into nationally recognised courses.

In this second article on the YTS, Edward Fennell criticises the absence of stringent quality control on the part of the U.K. Manpower Services Commission which has allowed some unscrupulous managing agents to lay on very mediocre programs, according to training officers involved in the Scheme's first year.

A major problem is the fact that MSC area staff, although sincere, are not professional trainers nor do they have the experience to make good value judgements on the quality of the courses. YTS guidelines encourage conscientious firms to provide a year of very good training, but have also permitted 'cowboy' managing agents to make a killing.

Another problem area has been the integration of work-experience with off-the-job education and training. Difficulties have stemmed from the young peoples' resentment at having to go back to the academic atmosphere of classrooms and from the fact that staff in many colleges have not understood what is wanted or needed and have not been prepared to modify or adapt what they offer to the trainees.

High quality providers of training resent the slap-dash approach of the YTS exploiters as it has led in some areas and industries to the YTS having acquired an unfortunate stigma which is hard to overcome. While it appears that only constant monitoring can keep standards at the right level, the amount of money the MSC provides is not adequate to do this properly. In most cases, where monitoring has been adequate, it has been the result of the training agents having invested additional staff time and money of their own. Nevertheless, much could be done by improving the capabilities and approach of the Manpower Services Commission area staff who are presently widely criticised as 'bureaucrats only interested in their forms and numbers and completely ignorant of training'.

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U.K. HOUSE OF LORDS. SELECT COMMITTEE ON THE EUROPEAN COMMUNITIES

85/C: 97

Youth Training in the EEC. (with minutes of evidence). Session 1983-84. 24th Report. London, U.K.: Her Majesty's Stationery Office, July 1984 [41p. + 382p. of minutes: £14.25 net]

In recent years, largely in response to the problem of youth unemployment, the EEC (European Economic Community) has taken an increasing interest in the education, training and employment of young people: those under 25 but particularly minimum age school leavers. This report deals principally with vocational training for the 14-18 age group, in the context of reviewing as a whole the provision of education and training for the transitional years from youth to adulthood.

The report notes that young people have been forming an increasing proportion of the unemployed; for example, 37 per cent of the unemployed in the EEC in March 1984 were under 25 years. In Belgium, Denmark, Italy and the Netherlands about one young person in three is unemployed; in France, Ireland and the U.K., about one in four; in the Federal Republic of Germany, one in seven. These trends have highlighted the need for measures directed at young people, particularly the least qualified and otherwise disadvantaged, and resulted in various initiatives and financial support for training and job creation. At the same time, there is a training shortage: about 40 per cent of those leaving school in the EEC have no chance of further education or training leading to skilled worker status (15 per cent in Denmark and Germany). One effect of the lack of training is on the capacities and quality of the workforce. A second is the social impact on young people who have no chance to integrate into the society and the world of work. A review of training arrangements is therefore both necessary and timely.

The Committee identified four issues: the social and material status of young people; the quality of training; assessment and certification; careers education and guidance. In the process of the review, it became evident to the Committee that an overall strategy for youth education and training in the U.K. was essential. Part 1 of this report examines initiatives at EEC level. Part 2 outlines provisions for vocational training of young people in EEC Member States. Part 3 looks at the U.K. in the European context. Part 4 analyses each of the four issues mentioned above. Part 5 summarises the Committee's conclusions. Annex 1 lists witnesses before the Committee. Annex 2 is a table of population aged 15-18, by year of age at 1 January 1982, and percentage remaining in full-time education, 1981-82. The table gives statistics for each country and for boys and girls as well as totals. Minutes of evidence take up an extra 382 pages at the end of the report.

Two basic approaches to vocational training are identified in Part 2: an apprenticeship system combining practical training in employment with formal off-the-job training; full-time vocational education/training in schools or separate training centres. The apprenticeship method dominates in Germany and Denmark; in Belgium, France, Greece and Italy full-time vocational training is the norm; in Ireland, Luxembourg, the Netherlands and the U.K., both approaches are important. Part 2 goes on to outline methods in each country.

Part 3 discusses U.K. provisions in more detail, noting both the diversity and the problems and setting out the need for an overall strategy. Such a strategy needs to be coherent and comprehensive and to tackle four key problems: to ensure that the social and material status of young people is clearly defined and that career choices are not unduly distorted by immediate financial pressures; to ensure adequate and appropriate training; to provide assessment and certification of achievements; to provide adequate career education and guidance. The process must enable young people to learn how to learn and to go on learning throughout their lives.

Part 4 goes on to discuss different approaches to the four key issues identified above. It strongly endorses an approach which regards all 16-17 year olds as trainees or students following different routes, through education or training, to a common goal. All would have a common status and income (basic state allowance). In Europe, the idea is being canvassed that this allowance should be at a level to give young people some but not total economic independence from their parents. Some of the costs of this allowance should be met by employers - to an extent which did not discourage their participation in training.

The report advocates special help for disadvantaged young people and better facilities in rural areas; monitoring of programs to ensure quality; a flexible nationally agreed framework of 'credits'; continuous assessment of ability to perform tasks satisfactorily; improvement of careers guidance. Finally, the report stresses the need for a review of current education and vocational training, taking into account the issues raised in this report.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. BUREAU OF LABOUR MARKET RESEARCH 85/C: 98

Plans for Evaluation of the Community Employment Program: How Effective is this Job Creation Program? In Bulletin of Labour Market Research, Number 12, September 1984 [p.26-29]

This article outlines the plan of the Bureau of Labour Market Research for evaluating the Community Employment Program. In developing its plan, the Bureau has drawn on its experience in the evaluation of the Wage Pause Program and recent evaluations overseas of public sector job creation programs and has also taken into consideration comments and advice from Commonwealth and State departments of labour.

For the purposes of the evaluation, it has been necessary to specify clearly the objectives of the Program, and to develop criteria for assessment that reflect both those objectives and the method of program administration. The Bureau is using as the prime program objectives for the purposes of the evaluation, those agreed by the Commonwealth and State Ministers and reproduced in the guidelines of August 1983.

Five sets of assessment criteria have been developed, four of which reflect the objectives of the program and its administrative structure. The fifth set of criteria reflects other issues which have been raised with the Bureau as being worthy of attention when examining the effects of the Program.

Most of this article comprises information on the assessment criteria, giving details of the issues to be examined under each of the five criterion groupings:

A. Have participants been drawn from women and disadvantaged groups as specified?

B. How closely did projects funded under the Community Employment Program conform to the criteria laid down for project selection in the guidelines?

C. How effective have been CEP administrative procedures?

D. Has participation in the Program assisted participants in obtaining permanent employment in the general labour market?

E. What other effects has the Program had on the economy, participants and society?

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS 85/C: 99

Community Employment Program. The First Year. Canberra: Department of Employment and Industrial Relations, October 1984 [21p. + appendices]

This report on the first year of the Community Employment Program forms part of a full-scale evaluation of the CEP being undertaken by the Bureau of Labour Market Research. It represents information which has been collected on the operation of the Program throughout Australia and which has been continuously monitored and analysed to try to ensure that CEP has been achieving its objectives. This information has also assisted in the overall management of the Program and led to refinements in Program policies and procedures for 1984-85. The report itself has been prepared as a by-product of this continuous monitoring activity, in response to the widespread demand for information on the Program. DEIR intends producing a series of similar reports on a six-monthly basis.

Chapter 1 of the Report provides an overview of the CEP in 1983-84, starting with a definition of the Program's fundamental objective: to assist the most disadvantaged groups of unemployed in obtaining permanent employment in the general labour market. It is explicitly stated that CEP is not intended to be a direct source of permanent jobs, but aims rather to provide work experience and training to assist disadvantaged unemployed people in getting back into the general workforce.

To meet its objective, the Program must satisfy specific operational requirements including: high labour intensity, a minimum duration of employment, the provision of productive and meaningful work which provides relevant work experience and/or training, targeting of jobs to the long term unemployed, to women, and to specified disadvantaged groups (fuller details of Program guidelines and administrative arrangements are contained in Appendix 1 of the report). The Chapter goes on to outline the structure of the Program, describing the agreements made with the State and Territory Governments to jointly administer the program, and the special projects administered under the Commonwealth CEP allocation. The Program's monitoring and evaluation procedures are also explained.

Chapter 2 deals with Project approvals, providing detailed statistical information on subjects such as the cost and number of projects and jobs, the types of projects and their geographic distribution, the timing of project approvals. Information is also provided on the distribution of jobs across States and the targeting of jobs generated.

More specific information on the number and types of jobs actually filled and the characteristics of participants relative to the target group is given in Chapter 3. It is reported that in general, CEP job placements to the target groups exceeded by substantial margins the shares of those groups in the CES register of unemployed people looking for full-time work. Aboriginal placements, for example, accounted for 8.5 per cent of CEP jobs which was more than three times their representation on the CES register. However, the placements of women fell substantially short of the objective of 50 per cent female participation. The Chapter also comments on the skill dimension of matching jobs and participants and opportunities for unskilled persons to gain experience in skilled or semi-skilled work duties. Almost 40 per cent of job placements under CEP in

its first year were in skilled or semi-skilled occupations, including a significant number of placements in new technology areas such as data processing.

The final Chapter 4 looks at the factors which influence the job creation impact of CEP. Because of the considerable variation in the cost structures of individual projects, variations in duration of jobs and the possibility of waiving the 30 per cent required sponsor contribution for particular sponsor groups, it is difficult to assess the cost of a CEP job. This Chapter attempts to put into some perspective the effect of average job duration, sponsor contribution, the average cost of generating a CEP job and the labour intensity of projects on the job creation impact of the Program.

The Appendices cover: 1983-84 CEP guidelines for sponsors; the CEP Consultative Committee Membership; CEP Secretariat contacts; CES offices incorporated by CES zones; State Details of Placements by Special Target Group, Component, Skill and Activity; Persons placed by Occupation.

[See also article 'Community Employment Program: Job Creation or Work Experience' in Youth Studies Bulletin, Vol.3, No.4, November 1984 (p.103-109)].

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CURTAIN, Richard 85/C: 100

The Evaluation of the Wage Pause Program: Approaches and Methodology. Conference Paper No.45. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, June 1984 [27p. + Appendix]

This paper was prepared for presentation to the Second National Evaluation Conference, University of Melbourne, July 26-27, 1984. It outlines the nature and extent of the BLMR's evaluation study of the Wage Pause Program (WPP).

The paper begins with an Introduction which explains briefly what the Wage Pause Program was, describing it as targeted, direct public sector job creation in the form of a project-based scheme which would provide temporary employment specifically for the most disadvantaged among the unemployed. The methodology of the BLMR's study of the Program is considered in the context of three approaches to evaluation. The first approach is that of **program monitoring**, using data generated by a management information system. This approach addresses the questions of whether the Program is reaching the target groups at which it is aimed and meeting its objectives; in brief, who is getting what and how? Monitoring is important for program administrators and is essential for the task of trying to improve program performance.

An assessment of the relative costs and benefits of a program constitutes the second approach, **economic evaluation**. Here the aim is to produce indicators of cost efficiency and cost effectiveness, e.g. one indicator would be the cost per program participant now employed. This form of evaluation has limitations in that it is retrospective and deals with the program in a highly aggregative way.

A third approach is **comprehensive process evaluation** which is an attempt to go beyond the data available from a management information system and to find out how the program is actually operating in a number of settings and locations. Comprehensive process evaluation entails a broader scope of assessment than program monitoring as it investigates how a program may have or develop conflicting aims and unintended consequences and how these may change in the course of its operation. The BLMR evaluation of the Wage Pause Program has elements of all three approaches, with special emphasis on the second two.

Having described the different approaches to program evaluation, the paper goes on to discuss the limitations of the available monitoring data. These include: the lack of information as to the **actual** outcomes and activities of a project compared with the proposed project outline provided in the project sponsor's application form; weaknesses in CES information about the employed under the Wage Pause Program and the lack of coding consistency in CES allocation of potential participants to the nine possible categories of disadvantaged groups targeted by the Program.

A description of the special surveys and commissioned studies which were undertaken follows. The five major surveys were: a participant survey; a quasi-control group survey; a survey of project sponsors; a participant follow-up survey; and a quasi-control group follow-up survey. The first of two studies commissioned to form part of the economic evaluation was a study to collect and analyse household expenditure information for a small group of program participants. The purpose of the study was to assess the short-term impact of a substantial increase in income on the budgets of long-term or otherwise disadvantaged unemployed people. The second commissioned study for the economic evaluation was the measurement of the economic multiplier effects of WPP expenditure on non-labour and labour costs.

The comprehensive process evaluation of the WPP used other techniques of obtaining data: direct observation, open-ended interviews, the follow-up of interesting case studies. This evaluation considered the evolution of the Program and the development of competing objectives within the Program as it operated. This naturally makes it difficult for an evaluator to reach an unambiguous judgement about the success or otherwise of the Program. In implementing the Program, those proposing or approving suitable projects often found themselves having to choose projects which were a compromise between, essentially, three competing aims, which came down to: creating jobs for disadvantaged groups, implementing projects rapidly and efficiently, choosing projects with a significant community benefit. One important task of the BLMR's final evaluation report is to describe and assess how these choices were made and implemented. Three studies were commissioned to complement the process evaluation. These were: the measurement of the psychological impact of participation in the WPP; the mapping of the spatial distribution of jobs created; a study of the community benefits of public sector job creation programs.

The paper draws to a close with comments on the issue of the evaluator's independence and the bearing this has on the likelihood of the evaluation having any effect on the program. It appears necessary for the evaluator to tread a fine line between institutional autonomy and affiliation to the program administering body.

Concluding discussion concerns the importance and policy relevance of a thorough evaluation of public sector job creation programs. The hope is expressed that the wide-ranging and comprehensive nature of the BLMR's evaluation, incorporating both quantitative and qualitative techniques of data collection, will act as a benchmark for other evaluation studies.

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ROMAN, David and Glen SEARLE 85/C: 101

Community Employment Development Initiatives. A review of possible mechanisms to encourage community and locally based employment creation. Sydney, NSW: Central Policy Division, Department of Environment and Planning, 1984 [13p.]

This report developed out of a request from the Western Sydney Planning and Development Committee to prepare information on a range of employment mechanisms that might stimulate local job creation in Western Sydney. While there is little Australian experience to draw upon in this area, community development initiatives in the USA and UK have increased over the last decade in response to a growing belief that the local community must organise its own economic, human and financial resources to create local jobs. The growing interest in community employment development has its roots in the integration of economic development analysis and employment planning. Pioneering work in the United States indicated that local people are best able to design appropriate job schemes and training efforts and overcome the barriers of the disadvantaged to local job markets.

The report questions the traditional approach to job creation which focuses on attracting new industries or businesses to an area, examples of which are the Government's decentralisation strategies and regional development schemes. This approach is no longer cost effective as it involves high subsidy expenditure associated with relatively low employment growth, relying as it does on attracting and developing manufacturing enterprises which are increasingly losing their potential to create jobs. A new thrust in economic and employment planning is to build employment for and with the population in the community rather than relying on attracting 'outside' employers.

While there is tremendous diversity in the types of successful local employment initiatives and their organisational structures, they are generally characterised by a number of distinguishing features: they originate in the local economy and local labour market; they promote local development and local employment; they establish small business enterprises in either the private or public sector; most provide skill training and many develop the capacity to be self-financing and profit-generating. Most important, local employment initiatives attempt to create jobs which become an **addition** to the structure of the local economy.

The main body of the report consists of a commentary on various local employment initiative types which have developed in the United Kingdom and United States. One example of the traditional 'job attraction' approach is the idea of **Enterprise Zones** which are essentially planning and regulation-free zones aimed at reviving deprived inner city areas. Its relevance to NSW lies in considering the case for relaxing particular planning controls or for more efficient processing of development applications. The report goes on to describe a number of examples of initiatives to generate new local, small business development. These include Small Business Centres and Workshops run by local councils and development authorities. They offer factory space and supporting services (e.g. accounting and computing facilities, legal and technical advice) to small businesses to assist in the start-up period. Another mechanism which assists in a similar task is the **local enterprise agency** which

represents local government, industry, banks, unions, chambers of commerce and local professionals, each contributing advice and/or resources to developing enterprises.

There are also strategies to assist groups with activities such as locating and acquiring land and buildings, promoting suitable industries and arranging/providing finance, and operating public ventures or entering into joint ventures with private developers. These include the setting up of **Economic Development Corporations, Community Development Corporations** and **Community Development Trusts.** Some of their activities are not applicable in Australia owing to differing financial regulations, but others, such as child care services and pre-vocational training, could be taken on by local authorities as a service to small business initiatives. Trusts can be a valuable source of start-up capital and are attractive to fund-givers because of their non-profit status and administrative controls. Such trusts could be established and maintained by local authorities.

Another form of community employment initiative is the Worker or Community-based Co-operative. Support for co-operatives is growing, particularly at the local government level. Their major features are: control by local community members, ensuring a strong community focus; the retention of profits for re-investment and distribution to members; the possibility of targeting the co-operative to disadvantaged groups in the community; e.g. migrant groups, women, the disabled, older workers. Local government can play a significant role in assisting with the organisational support and allocation of resources in the form of equipment, space and skilled council staff to provide technical advice. The provision of start-up finance for co-operative ventures is also becoming an increasing area of involvement for local government in the U.K. A variant of this approach to community employment is the development of community businesses which are not worker co-operatives but are supported in the same way until they begin to operate successfully. Experience indicates that local government should not attempt to initiate co-operatives but rather act in a **supporting** role.

Some Victorian initiatives are also discussed in the report, including the Neighbourhood Employment Development Program (NEDP) which is jointly sponsored by the Brotherhood of St Laurence and the State Ministry of Employment and Training (C26,27,84/C:6). This program encouraged local communities to create jobs for disadvantaged workers in response to demonstrable community need. An innovative approach to encouraging new small business developments was taken by the Victorian Shires of Melton and Sunbury involving the provision of factory space to local business people at concessional rates to cushion start-up costs.

The report concludes that there is considerable scope to develop locally based community employment initiatives in New South Wales. It is not possible to define a universal 'strategy' for local government or community groups to follow as local circumstances and priorities differ. However, a number of suggestions are offered for local authorities to consider. These include: developing forums for representatives of community groups, business, local government and others to discuss and investigate local government initiatives which are best suited to their communities; investigating local government's own financial, physical and human resources which can be used to assist small business development; clarifying the legal and institutional constraints governing local government involvement in aspects of small business development;

encouraging joint private/public arrangements to develop new employment initiatives; acting as a focal point for the submission of community employment proposals; establishing direct links with other areas of government which may assist with financing and other means of support for long-term community employment initiatives.

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VICTORIAN COUNCIL OF SOCIAL SERVICE (VCOSS) AND COLLECTIVE OF SELF-HELP GROUPS (COSHG) 85/C: 102

News Exchange. A Journal of Employment Issues. No.8, September 1984 [60p.]

This issue of the journal concentrates on people with disabilities and their employment opportunities. The introductory article states the principles of equal opportunity for people with disabilities: the right to full and fair employment and to an integrated existence within the society. It makes the point that employment opportunities for disabled people are often limited to sheltered workshops which are unsatisfactory and sometimes exploitative. Government programs also have not presented satisfactory alternatives. The articles which follow deal with some of the issues and raise some different employment possibilities.

Rhonda Galbally (AUS) writes on Disability, Rights and Integration (p.4-6). Eva Berger (Community Based Educational Resource, North Caulfield 3161), the parent of a child disabled by encephalitis, uses her own experience as a basis for discussing Career Opportunities for Parents. In Sheltered Workshops - Whose Business? Whose Welfare? (p.10-12), Richard Berger raises the issues of exploitation of disabled workers who work without the award wages and conditions guaranteed by law and union power to other workers. He asserts that some workshops, besides paying what they choose to the workers, neglect to provide holiday pay, sick play, loading for dangerous and/or dirty work or adequate safety standards. To these and other breaches of awards and conditions, unions turn a blind eye. Different aspects of this issue of sheltered workshops are taken up in following articles on Work and Disabled Women, 'Slave Labour' Allegations in Workshops, Disability Resources Centre and Sheltered Workshops, The Sheltered Workshop Industry: Boom for Management ... Bust for Workers (p.13-16).

The Equal Opportunity Board in Victoria provides an explanatory article on the Equal Opportunity Act 1984 and its implications for people with disabilities (p.17-18). This is followed by an article of information on government initiatives in programs and services for disabled people and by some critical articles on some of these job creation programs. Some of the community based resource and information services available for disabled people are also outlined.

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VICTORIA. GAY PUBLICATIONS CO-OPERATIVE LTD 85/C: 103

MACC Researches Co-op Training. In The Co-operator, Victorian Journal of Co-operative Affairs (P.O. Box 21, Carlton South 3053), No.4, November 1984 [p.5]

A research study to determine education and training needs for the co-operative movement in Victoria has been commissioned by the Ministerial Advisory Committee on Co-operation (MACC), appointed by the Minister of Housing and responsible for reviewing the Co-operation Act and identifying appropriate mechanisms for developing the co-operative movement and sector.

The study will look at current Victorian co-operative education and training provisions, consider options for meeting the needs of different types of co-operatives and make recommendations for an appropriate education base for long term co-operative sector and movement development. It will take into consideration the Victorian Government's regional and industrial policies, programs and priorities.

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AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. BUREAU OF LABOUR MARKET RESEARCH 85/C: 104

The National Employment and Training System (NEAT): An Evaluation. Monograph Series No.3. Canberra: AGPS, 1984 [80p.]

The NEAT scheme which involved both formal institutional and on-the-job training, was established in 1974 and operated until 1981 when it was reorganised, the term NEAT abandoned and the training provisions incorporated in the Skills Training Program.

This evaluation of NEAT is based on two separate surveys of participants conducted in 1979-80, involving mailed questionnaires to a random sample of people comprising those who completed training, those who withdrew during training and those who withdrew before training. The report considers the formal institutional training under the scheme (Chapter 2) and the on-the-job training (Chapter 3). Among the conclusions emerging from the analysis are: that the institutional training was more effective and satisfactory to participants than the on-the-job training; that, overall, NEAT was only moderately successful in helping individuals find stable and rewarding employment.

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GINPIL, Stephen and Mavis HOY 85/C: 105

Some Factors Affecting the Completion Rates for Young People under Wage Subsidy. Working Paper No.46. Canberra: Bureau of Labour Market Research. Department of Employment and Industrial Relations, August 1984 [70p.]

Earlier studies by the Bureau have shown that a considerable number of entrants to wage subsidy programs fail to complete their placements; in 1980-81, for example, 45 per cent of all placements in the Special Youth Employment Training Program (SYETP) withdrew or were dismissed (see 83C:69 and 85/C: 3). These low completion rates diminish the impact of the schemes and also lead to higher administrative costs. The BLMR have accordingly sought to analyse factors influencing completion rates, and this paper gives the results. It is based on a survey carried out in May 1982, when questionnaires were circulated to young people who had participated either in the General Training Assistance program (GTA) or in one of the four variants of SYETP, and also to employers of participants.

Although the different programs have very different completion rates, the paper does not attempt to evaluate the programs as such, but rather to consider how important other factors are, in general and in each kind of program. The analysis is divided into six sections: cost-benefit to employer; help available; external factors; working environment; employee characteristics; and employee perception of work support. No distinction is made between dismissals and withdrawals, since, as the authors point out, any such distinction is in fact an arbitrary one, and since losses for whatever reason are harmful to the program. The length of time spent in a placement is also omitted from the analysis.

Some of the results are as might have been expected: participants with good work habits, better job skills, longer schooling, or in higher-paid jobs, tend to complete their placements more often than participants without such advantages; moreover these advantages are often linked. However, some results are more surprising; having a continuing training scheme for participants helps them complete their placements in a large firm, but does not help them in a small firm. Similarly, it seems to help participants to start work singly in a large firm, but to start as a group in a small firm. In a large firm it helps to have in-house personnel or welfare offices; small firms where such luxuries are not possible do better if they have already had experience with subsidised workers.

The authors conclude that completions would be more frequent if jobs could be more structured, by means of additional instruction and counselling services. They also suggest that greater acknowledgement of the subsidies involved might diminish the likelihood of dismissals or early withdrawals. Higher completion rates could also be obtained either by placing the least disadvantaged with the best employers or by incorporating in more programs the characteristics of GTA or of Commonwealth SYETP where losses are already fewer. Appendices describe the analysis and the variables chosen, and give detailed interpretations of each section of the analysis.

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VELLA, Frank and Keith MACKAY 85.C: 106

Factors Affecting the Number of Persons Commencing Employment under the SYETP Scheme. Working Paper No.47. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, November 1984 [31p.]

This econometric study is separate from the Bureau's major inquiry into the workings of the Special Youth Employment Training Program (see Abstracts 83/AB:63; 83/C:32,69; 84/C:3,52) and examines only the question of whether the number of entrants into the scheme is determined by supply (the number of young unemployed eligible) or by demand (from employers prepared to make use of the Scheme). It concludes that demand-side influences are paramount, and that these influences include the overall demand for labour (measured by changes in the number of job vacancies) and the level of the subsidy given to employers (relative to junior award wages). The authors believe that demand is also influenced by employer awareness of the Scheme, but for want of any indicative data they included in their model a linear time trend, on the assumption that employers have become increasingly aware and have altered their hiring practices accordingly.

It is suggested that the results of the analysis imply that the number of entrants could be raised by increasing the relative value of the subsidy, and the authors believe that their behavioural model can be used to predict the numbers of young people likely to be taken into the scheme at a given time and in given (or predicted) circumstances.

The paper describes the development of the model, and its performance as compared with the performance of three simpler models, comparing predictions with the actual numbers of entrants. The authors also tested the hypothesis that commencements are affected by supply-side factors, and found these not significant. They suggest that this is because of the long-standing excess supply of unemployed youth. There is one appendix on data sources and another on the method of using the model to predict commencements.

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TIPPER, Debbie and Lorraine PHILLIPS 85/C: 107

Women's Co-ordination Unit's Response to the Byrne Report on the Community Youth Support Scheme. Sydney, NSW: Women's Co-ordination Unit, NSW Premier's Department, May 1984 [17p.]

This formal response to the Byrne Report on Women in CYSS was prepared by the Women's Co-ordination Unit of the NSW Premier's Department. It draws on the research findings of a 1978 study on unemployed women in New South Wales carried out by the Unit. The response begins by highlighting some of the study's main conclusions. The 1978 research project concluded that even though women may not be as dependent as men on their work identity, women who cannot find work suffer the same problems as unemployed men. Yet attitudes towards female unemployment continue to reflect the view that women do not have the right to paid work and that female unemployment is not 'real' unemployment. The Australian labour market is highly gender segregated with nearly two-thirds of women concentrated into just three occupational groupings: clerical, sales and services. The Unit feels that it is imperative that efforts be made within CYSS and other labour market programs to redress the imbalances in quantity and quality of assistance to women which has been apparent in all such recent programs.

In this response the Unit offers comments for consideration on Byrne's principal recommendations. Firstly, under Objectives and Programs, the Unit does not support Byrne's recommendation that CYSS centres be classified as Type A,B and C for funding purposes as it is felt that entrenching the various model-types would significantly reduce the flexibility of schemes to respond to the changing needs of the unemployed in their community. On the question of Workpools, the Unit agrees with Byrne that workpool activities should not form the major part of any Centre's program but recommends that all workpools should aim for 50 per cent participation by women, probably necessitating changes in both the nature of jobs available within the workpool and in the method of allocating jobs to those attending the centre. The Unit supports Byrne's recommendations on eligibility criteria and on outreach activities designed to attract women participants, and the recommendation on provision of family planning sessions. The Unit suggests that supplementary funds for outreach work should be provided at realistic levels according to the size and population of the catchment area.

Experience in New South Wales supports the value of single-sex sessions or days within CYSS programs and these should be encouraged but not made mandatory. The Unit believes that there would be value in having a women-only centre in Sydney to serve women in its local community and to provide special day length courses and activities for girls from CYSS centres around the State.

The Unit recommends that the Commonwealth explore the feasibility of a multi-cultural, women-only centre because women from different ethnic backgrounds have much in common and prefer to be with other ethnic women. There is a need for urgent consultations with the Aboriginal community to explore ways to improve local support services to unemployed Aboriginals, male and female, either by separate provision or by greater involvement in mainstream services.

On childcare, the Unit strongly supports the recommendations made in the Byrne report, but suggests that eligibility for childcare facilities not be restricted to those attending 'purposeful, work-oriented courses' as Byrne suggests. The use of such facilities should be available to anyone attending CYSS activities.

With regard to staffing, the Unit strongly endorses the recommendation that CYSS centres employ a minimum of two staff and that the sex balance should be one male and one female staff member and if more are employed, a ratio reflecting the sex balance amongst the centre's participants. The appointment of Women's Development Officers should be made a priority. It is also essential that staff receive proper training and staff development to ensure a high quality of service for the participants.

Recognising that few of Byrne's recommendations can be implemented without additional funding, the Unit supports the two-tiered funding arrangement and expresses the opinion that it would be most unfortunate if resources for women's programs, etc. were taken from, or were seen to compete with, existing allocations.

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NSW. CYSS PROJECTS ASSOCIATION (NCYSSPA) 85/C: 108

Papers from the 'Women in CYSS' Conference. Sydney, NSW: NCYSSPA (P.O. Box A791, Sydney South, 2000), 1984 [94p.: $5.00 inc. postage]

This booklet comprises the post-conference papers from a conference held by the NSW CYSS Projects Association in June 1984, on the topic of women in CYSS. Participants at the conference consisted mainly of CYSS Project Officers and Management Committee members. The Women in CYSS conference was developed in response to the Byrne Report 'They Took Away the Sky: a report on women and girls in CYSS' (Abstract 84/C:42). Support for the conference came from the Women's Co-ordination Unit of the NSW Premier's Department and the Commonwealth Department of Employment and Industrial Relations.

The conference agenda covered: the papers of the conference; women and CYSS (including the position of women in society, sexism, how these relate to CYSS), sexism and sex role stereotyping; relation and assertiveness courses for young women; long term effects of unemployment for women; sexual harassment in CYSS; non-traditional courses in CYSS projects for young women; disadvantaged young women and CYSS; local management committees; how to set up a Work Pool for young women.

Reports on each session are included in the form of a synopsis of the views and opinions expressed. The conference papers also include a set of eight impressions of the conference by a representative range of participants who were invited to prepare these statements by the organising committee. The booklet concludes with a number of recommendations arising out of the conference and a list of conference participants.

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MARSLAND, David 85/C: 109

Work To Be Done. An investigation into the scope for community service by young people. Maidstone, Kent, U.K.: Youth Call (c/o Social Services Department, Springfield, Maidstone, Kent, U.K.), September 1984 [28p.]

This investigation into the scope for community service by young people in the United Kingdom was commissioned by Youth Call, a discussion group established to stimulate debate on whether it was desirable, acceptable and practical for large numbers of young people to engage in some form of community service. Professor David Marsland of Brunel University was asked to undertake an in-depth investigation into the opportunities in the U.K. for community service by young people in certain fields.

This research study concentrated on examining the opportunities for young people to assist in the social services, in health and in education. While the study's main focus was on these areas, the report comments that there are likely to be many further opportunities in, for example, environment conservation, urban renewal, services such as housing, transport, leisure provision and the emergency services. The project's limited resources in money and staff dictated the choice of an approach which focused on three distinct parts of the country, representing a reasonable spectrum of the main types of community: a London borough, part of a shire county and a northern industrial city.

The basis of the research was detailed questioning of professional workers in the social services, health and education areas about the levels of help from young volunteers they would find useful. The aim was to reach an objective judgement of the scope available for using young people within the organisations concerned. The results of the study, extrapolated according to appropriate criteria across the nation, demonstrated the existence of very large-scale opportunities for young people to put their energies to productive use in the service of their community. Estimates for openings in the three identified fields alone ran to well over 300,000, with the likelihood of placements in other areas bringing the total to around 450,000 openings in the U.K. as a whole.

The report provides detailed information about the purpose, scope and methods of the study, the range and extent of opportunities for community service, and the specific needs and characteristics of the social service, health and education areas. This report confines itself to demonstrating that the jobs in community service for young people are there. However, the point is made that if full value is to be obtained both by the community and by the young people concerned, it is essential that the proposed voluntary community service program be properly organised and well-managed, making full use of the experience which statutory and voluntary bodies have built up over years of running such programs on a more limited scale. It is suggested that the best way forward from this point may be through the establishment of pilot schemes in certain fields and localities.

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SIMMONS, Beverley 85/C: 110

Responsibility Without Resourcing - The Catch 22 of Community Funding. Descriptive needs analysis of community-based youth services and recommendations for government funding policy. Sydney, NSW: The Drop-In Centre Association of NSW (5th Floor, Hexham House, 106 Goulburn Street, Sydney 2000), April 1983 [16p.]

The early 1980s have witnessed two important developments within the community sector's response to youth needs: a dramatic increase in the number of youth and drop-in centres since mid-1981 and the necessity for such organisations to redefine the concepts and functions of youth centres within the community. The question of realistic resourcing to complement these developments needs to be addressed as an urgent priority for governments.

Although the informal and semi-voluntary nature of youth centres and services makes it difficult to be accurate about numbers, the number of community youth centres known to be operating in NSW grew from about 66 in mid-1981 to over 145 in February 1983. The 'centre' concept is commonly chosen by communities who have identified a need for youth services because of the diverse range of services that can be offered by a single organisation. These centres are usually easily accessible and non-threatening and provide a link between young people and the mainstream of society which many of them see as having rejected them.

The concept of 'resourcing' young people through these centres is still applicable and has expanded to the point where centres are performing the following important functions: providing a comprehensive range of youth services and resources to meet special local needs, facilitating youth access to and utilisation of existing community resources as well as acting as a focus for youth participation and expression in an informal setting. The growth in the number of services and the expansion of their role in the community has not been matched by adequate resourcing, for which Government and community must take responsibility.

This report presents an analysis of the resourcing of youth services in NSW, reviewing the categories of services seeking grants and looking at the range of services seeking either full-time, part-time or non-salary funding, as reflected in submissions to the Department of Youth and Community Services. The report questions the levels of funding and criteria used for allocating funds to these services. To establish a more effective funding approach, it will be necessary for both community services and government funding authorities to make more realistic evaluations of resource needs. The report stresses that community-based Youth Services should make their own independent calculations based on realistic budgeting, and not reflect the funding body's perceived level of commitment. It suggests that in order to maintain an economically viable service, these organisations must look towards a minimum of two full-time staff and related salary costs, with administrative, equipment, program and resource development costs included in their budgets and submissions.

On the government side, the view that assistance to youth centres is a subsidy which supplements other available resources needs to be abandoned as it is quite unrealistic to expect services to provide their own major income in the light of the extremely low level of resources available to these groups. In 1981/82, youth services sought twice the total sum allocated for all youth programs funded from the State Youth

Grant Fund. An upgrading of budget allocations to youth services is needed to maintain the essential functions provided by these organisations.

The report concludes with a set of recommendations for change of government funding policy for community-based youth services, including the need to adopt an inter-departmental policy on youth in order to provide a wide range of funding options to community-based youth programs.

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SIMMONS, Beverley 85/C: 111 111

Trends in the Development of Youth Services, Youth Centres, Drop-In Centres and Youth Resource Centres in NSW from the mid-Sixties to 1984. Sydney, NSW: Developmental Youth Services Association (5th Floor, Hexham House, 106 Goulburn Street, Sydney 2000), July 1984 [17p.]

This paper presents an account of the background to and history of the developments of youth centres in NSW, covering: the changing needs of young people since the 1960s; the scope of youth services and their programs; premises used by youth services; management approaches; staffing trends; community and government relations; and support structures for youth services including training options for youth workers. The Developmental Youth Services Association (previously The Drop-In Centre Association of NSW) is one of the resources available to such services, as part of a network of services which respond to young people's needs and interests on a community level. The Association (DYSA) also produces a quarterly newsletter on community initiatives in developmental youth services.

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McKENZIE, Anne 85/C: 112

Youth Information Service. In Caring, Newsletter No.55, 1984 (produced by Service to Youth Council Inc. G.P.O. Box 1869, Adelaide 5000) [p.7-10]

This article describes a proposed youth information service to be set up under the auspices of the Service to Youth Council Inc. The youth information service is intended to act as a first point of reference for young people, providing comprehensive, accurate, impartial, relevant and accessible information about the society in which they live so they can make better decisions about their lives. A secondary objective of the service is to gather information about youth needs to assist in the development, implementation and evaluation of services and policies in the youth area.

The main target group for the Youth Information Service will be young people aged between 13 and 25 years, especially young people using (and living in) the city centre, unemployed young people, young migrants and young people with alcohol and drug-related problems. Subsidiary target groups include those groups who interact and work with young people, such as parents, families, teachers, doctors, welfare workers, officials and employers.

The primary modes of service delivery will be the traditional telephone, personal and written methods. However, the plan is to explore other methods of service delivery, particularly those which involve active involvement with young people in their own environments rather than waiting for individuals to approach the service directly.

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ROYAL, Simon 85/C: 113

The Rental Kit ... A Place of My Own. Adelaide, S.A.: Service to Youth Council Inc. (Box 1869, GPO Adelaide, 5001), 1984 [76p.]

The Rental Kit is a young person's guide to moving out and living independently. The information is presented in a practical, informal, easy-to-read style, illustrated by cartoons and sketches. Although most of the information is of general relevance, actual details about places to contact for help and advice relate specifically to Adelaide. Topics covered by the guide include: the importance of a source of regular income, budgeting techniques, suggestions concerning places to buy items such as furniture, food, household utensils and linen cheaply, sources of financial assistance in respect of accommodation costs for those on low incomes, the rights and responsibilities of being a tenant, ways to go about finding a place to live, sharing accommodation, and a list of places offering emergency accommodation. A special section on Medicare and health insurance is also included in the guide.

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WADSWORTH, Yoland 85/C: 114

Do It Yourself Social Research. Melbourne, Victoria: Victorian Council of Social Service and Melbourne Family Care Organisation (290 Wellington Street, Collingwood 3066), 1984 [89p.]

This is a guide to the purposes, methods, rationale, analytical techniques and report-writing aspects of social research. It is written in a simple, easy-to-understand style, for the use of people or groups who are interested in doing some social research but who have no past research experience or training. Some examples of potential users are Commonwealth Youth Support Scheme (CYSS) groups, citizen interest groups, social work students, small industrial unions, local government welfare committees, youth centres. The emphasis in this guide is on research which is time efficient, effective for the goals of the people who are doing it, and low-cost. It is assumed that users will not have much of a budget for their research projects.

The first four chapters of the guide provide useful background information, describing how the book can be used, outlining just what social research is, and mentioning some 'rules of the game' and hints on managing, timing and budgeting research projects, and how to avoid mistakes commonly made.

Chapter 5, on Methods and Techniques for 'Finding Out', is the largest section of the guide. Topics covered include: getting a good research design, an introduction to techniques, goal-setting procedures, individual and group interviews, questionnaires and sampling, participating and observing, audio-visual equipment, written records, case studies, social indicators, surveys, community studies, evaluation and action research.

Chapter 6 deals with other resources which are available to assist a social research project. Included amongst these are funding sources, help from experienced researchers on a paid or unpaid basis, the relevant literature and the use of statistics. Techniques for interpretation and analysis of data gained through the research process are covered in Chapter 7 which also provides tips on organising ideas and the importance of trying to come to objective conclusions.

The final Chapter, No.8, addresses the important question of the best way to get one's findings across to the audience for which the research was undertaken. A model for a practical action plan is presented to help groups ensure that they make most effective use of the research findings. Information is also provided on planning, writing, presenting and publishing reports and on follow-up procedures.

The Appendices to the Guide offer some examples of good do-it-yourself social research, translations of common research language and a bibliography of research texts and a list of suggestions for further readings.

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BRYANT, Lisa 85/C: 115

Won't IYY be a great year for the young unemployed? In ACYSSPA News, Newsletter of the Australian Community Youth Support Scheme Projects Association (27-45 Federal Road, Glebe 2037), Vol.2, No.1, February 1985 [p.7-9]

This article takes a critical look at IYY in Australia, evaluating whether the Year is likely to achieve anything of note as far as young people are concerned, particularly those who are unemployed.

Acknowledging that her sentiments would be tantamount to treason amongst youth organisations, the author expresses her opinion that IYY is, in fact, a farce which will do nothing for the vast majority of Australians, let alone the young of such places as Ethopia and Eritrea. In support of this argument, the federal Government's $1m. expenditure on IYY is compared with the $6m. to be spent in defence of the America's Cup. Official parsimony is also reflected in the fact that many events that would have happened anyway will now be treated as IYY events. Some examples include the well-publicised 14 major national gatherings of young people in January, most of which were held under the auspices of youth associations with their own large and active memberships: the Scout Association, Student Christian Movement, the Young Liberals, YMCA. Few of these gatherings would attract or possibly even welcome most CYSS participants.

Government promotional activities for IYY are uninspiring and do little more than celebrate young Australian achievers, especially in the sporting arena. But the non-government sector is not blameless either. The author maintains that, in spite of their numerous meetings, large amounts of printed matter and their use of a favourite buzzword 'empowerment', the contribution of non-government youth organisations has been negligible. Such groups have failed even to articulate their own workers' sense of outrage at the perceived lack of commitment by the federal Government to IYY. The article concludes with a strongly worded expression of anger at how little the whole charade will affect the young unemployed, the 25 per cent of young people who will be no better off in December 1985 than they were in January 1985.

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. IYY Newsletter. A Publication for International Youth Year in the ACT. IYY Secretariat, Dept. of Territories (P.O. Box 9985, Canberra City, 2601)

. No. 5, March 1985 [8p.]

. IYY Action Kit. National IYY Secretariat

This information kit focusing on International Youth Year was produced to encourage people of all ages to act to improve the capacity of young people to participate in and benefit from Australian society. The kit comprises a folder containing: a leaflet on how to use the action kit; an IYY Brochure; IYY posters; a Directory of Youth Affairs contacts in Australia; a booklet on 'What Young Australians have said'; an IYY logo guide; 85 ideas for 1985, IYY newsletter, calender and stickers, and information on non-government youth sector arrangements, trade unions, employers and local government, and their relationships with young people.

. Options IYY. The Official International Youth Year Newsletter of the Office of Youth Affairs. Canberra: Office of Youth Affairs (c/- G.P.O. Box 2060, Canberra City, 2601)

. No. 2, February 1985 [6p.]

. W.A. IYY Newsletter. IYY Co-ordinating Committee (G.P.O. Box 9985, Perth, 6001)

. No. 6, January/February 1985 [8p.]

. YACTAS Snippets. Youth Affairs Council of Tasmania (G.P.O. Box 358D, Hobart 7001) [8p.]

This issue contains information on IYY activities in Tasmania.

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